DOCUMENT RESUME

ED 030 791 AC 004 021

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The Literature of Liberal Adult Education 1945-1957.
Center for the Study of Liberal Education for Adults, Brookline, Mass.
Pub Date 60
Note-317p.
EDRS Price MF-$1.25 HC-$15.95
Descriptors-*Adult Education, Adult Educators, Adult Learning, *Annotated Bibliographies, Business, Curriculum, *General Education, Historical Reviews, Industry, Organizations (Groups), Participant Characteristics, Program Evaluation, Program Planning, Public School Adult Education, *Research, Teacher Education, University Extension
Identifiers-Canada, Great Britain

A comprehensive guide is provided to journal articles, government publications, pamphlets, and books in liberal adult education and related areas during 1945-57 in the United States, Great Britain, and Canada. The 1,027 entries are categorized as follows: (1) educational philosophy and trends; (2) research and bibliography (including research reviews) on adult learning, student needs and interests, student characteristics, program planning and evaluation, research needs and methods, training of teachers of adults, and historical reviews; (3) the roles of colleges and universities; (4) adult education conducted by public schools, business and industry, labor, and specialized agencies; (5) courses and curriculums. Publications in Sections 1, 2, and 3 are abstracted or annotated; those in Sections 4 and 5 are not. Indexes to authors, titles, and subjects are included. (Compilers/ly)

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The Literature of Liberal Adult Education

1945 - 1957

Compiled By

J. D. Mezirow
and
Dorothea Berry

for

The Center for the Study of Liberal Education for Adults

The Scarecrow Press, Inc.
New York 1960

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Preface

Several years ago Jack Mezirow approached the Center about the publication of a bibliography describing adult education work carried on by public libraries. In view of the Center's major concern with university adult education we could not take the opportunity to publish that document, but we immediately suggested a bibliography dealing with university liberal education for adults.

This publication - which grew out of that discussion - is proof that high quality work can be produced despite a variety of logistic and geographical obstacles. Shortly after Mezirow, Assistant Professor of Education, and Dorothea Berry, Assistant Reference Librarian, at the University of California at Riverside, were commissioned to undertake the preparation of this bibliography, Mezirow accepted an assignment in Pakistan for two years and left the country - but he continued active participation in the preparation of the bibliography. At about the same time, the Center established its Clearinghouse; and Roger DeCrow, with his library background and interest in the bibliography, took responsibility for the Center's participation in the project.

For the next year a very salubrious and productive three-cornered editorial team with axes in Chicago, Riverside, California and Karachi, Pakistan went into action. Early in 1959 this experiment in world-wide collaboration was enlarged. We were delighted when Ralph R. Shaw, ingenious inventor of the Scarecrow Press, agreed to publish the document. As a result he was brought into the editing circle, a fact which thus included the east coast. As is the wont of publishers, Shaw decided that the bibliography was a masterpiece - but that the notes had to be cut in half. At this point - aware of Solomon's prior research on the attitude of parents toward the mutilation of their children - we asked Coolie Verner at Florida State University to help out on some of the surgery. This he did expertly and ruthlessly.

After his excisions were cleared in Riverside, Karachi, Chicago and finally New Brunswick, N.J., with several limbs and a few other vital organs restored, the manuscript was ready for publication.

The net result of this long-distance operation is one which we at the Center are proud to sponsor. We feel that it will fill an unmet need in the field. We believe that it is well done and expertly produced. We salute Miss Berry and the other members of our far-flung team and thank them for their diligence, patience and forebearance in completing this task. We are happy also to announce that the Center will keep their work up to date through biennial supplements to the bibliography.

A. A. Liveright, Director
Center for the Study of Liberal
Education for Adults

Introduction

This book is designed to provide readers of the professional literature of adult education a comprehensive guide to journal articles, government publications, pamphlets and books published in certain major segments of the field since World War II in the United States, Great Britain and Canada.

The period 1945-1957 has witnessed the most spectacular growth in the history of the adult education movement in the United States, both in numbers participating and in development toward professionalization. Estimated participation has been reported to have increased nearly 59 per cent during the five year period 1950-1955 alone. C. Hartley Grattan attributes the dynamism of the period to the social disturbance and national insecurity resulting from World War II and the Cold War. He cites the stimulus of the experiments in adult education in the armed forces as a contingent factor. The G. I. Bill and its counterparts on the state level also introduced thousands of adults to educational programs. A national conviction that crucial decisions will have to be made by the adults of this generation or not at all is documented by the concern over the need for and direction of adult education by a succession of high level committees and commissions in the post-war and Cold War periods from the President's Commission on Higher Education in 1947 to the President's Committee on Education Beyond the High School a decade later.

The thirteen year period saw the establishment of UNESCO and its significant contributions to adult education through field work, publications and the sponsorship of three international conferences. The National Training Laboratory for Group Development was established in 1947 by the National Education Association and stimulated the development of an international movement through research, publications and regional training laboratories. Three major educational institutions were created in 1951, the Adult Education Association of the U. S. A., the Fund for Adult Education, and the Center for the Study of Liberal Education for Adults, which together sparked the most intensive professional activity ever experienced in American adult education with publications, conferences, research, program experimentation and training programs. Every phase of adult education has shared in this awakened interest, and whole new vistas have been discovered in educational television, group process education, community development, education for the aging and liberal adult education. With this renaissance the literature of the field has proliferated beyond the point where it is manageable even for the scholar. The average adult educator is hard put to keep abreast of professional developments in his particular area of specialization because of the valuable overlapping implications of advances in other parts of the field.

Within the scope defined below we have attempted in this publication to compile as all-inclusive a bibliography as possible drawing upon the body of references organized in the standard indexes of periodical literature as the core of our work and supplementing this with additional references which came to our attention. Every index listed in the section on Bibliography was utilized in our effort to achieve as comprehensive a coverage as possible. We have hoped to enhance the utility of the bibliography by the liberal use of annotations. Indeed, in most instances, we have exceeded the usual scope of annotation and have written abstracts or precis of each entry in what we have considered the most relevant categories of our taxonomy so that the reader can briefly judge the appropriateness of a publication for his purposes and direct his further research or reading as economically as possible.

The ambiguity of the relatively recent term "liberal adult education" and the skirmishes which have resulted when adult educators of widely divergent philosophical orientations have appropriated it to interpret their familiar positions in more fashionable terms have made the task of delimiting the subject to workable proportions difficult. The limitations of space have required that we attempt this in operational terms. Publications have been subsumed under the following five areas:

I. Direction Finding: Philosophy and Trends
II. Research and Bibliography - reviews of research, adult learning, student needs and interests, student characteristics, program planning and evaluation, research needs and methods, training of teachers of adults, historical studies and other research; bibliographies
III. The Roles of Universities and Colleges - United States, Canada and Great Britain

IV. The Roles of Other Agencies - public schools; libraries; business, industry and labor; specialized agencies.
V. Courses and Curricula

All publications included in Sections I, II and III are abstracted or annotated; those in Sections IV and V are not. Doctoral dissertations have not been annotated.

While we have preferred to err in the direction of breadth in interpreting the scope of liberal adult education, especially in Sections I and II, publications included in Sections III, IV and V have either been specifically designated as treating liberal adult education by their authors or are, in the compilers' judgment, wholly or in part concerned with the subject matter of the liberal arts, broadly defined to include the humanities, sciences and social science, organized in any of the varied forms and taught by any of the rich repertoire of methods of adult education. Thus the number of publications dealing with the roles of certain agencies are unfamiliarly small.

Descriptions of programs in the following fields of adult education are not included: vocational education; literacy and fundamental education; education in recreation, crafts and hobbies; guidance and counseling of adults; education in the armed forces; Americanization education; religious education; workers' education when confined to union operation and development; industrial and management training when confined to company operation and development and technical skills; audio-visual education; community development as such; group process education and human relations; professional training in adult education.

Also excluded are reports of research in personality, attitude formation and change, group dynamics, inter-group relations, leadership, discussion methods, communication and the mass media, participation, decision making and the sociology of the community.

Publications dealing primarily with methods, materials, financing and administration of adult education have been excluded as have annual reports of public school adult education. The section on Bibliography does not list film and filmstrip bibliographies. Articles appearing in popular magazines and newspapers and foreign language publications have not been selected for inclusion nor has unpublished material with the exception of doctoral disserations and some of the publications of the Center for the Study of Liberal Education for Adults. We trust these value judgments have not done violence to the spirit of liberal adult education.

This publication was made possible by the interest, encouragement and financial assistance of the Center for the Study of Liberal Education for Adults. We are especially grateful to A. A. Liveright, Director of the Center, and to Roger De Crow, Director of the Center's Clearinghouse, for their personal interest, cooperation, and assistance in arranging publication; also to R. Philip Chamberlin of University Extension at UCLA, for his assistance on the section on Direction Finding, to Arlene Polanchek and Doris Major for their help in typing and proofreading, and to Ruth Phelps for her assistance in indexing.

J. D. Mezirow
Dorothea Berry

I. Direction Finding: Philosophy and Trends

Adam, Thomas R. Popular Understanding for Survival, In Adult Education Journal, 6 (July, 1947) 125-128.

The great organizing test for the adult education movement is to help people learn what they must know to live free and at peace. The challenge to adult educators is the problem of linking world policies to personal affairs of ordinary people and so make them the subject of continuous discussion, study and practical judgment. The adult education movement will become representative when it is based upon community life and is made the instrument by which people translate their local and group purposes into the wider field of the nation and the world. Media of predigested discussion and opinion such as press and radio cannot be entrusted to supply information to a free people. There are organizations for gathering and distributing unbiased information on world affairs, but channels of communication are blocked. Minimum requirements for proper use of such material are: (1) establishment in communities throughout the country of a working system of discussion meetings to allow individuals to relate personal needs and views to public affairs; (2) a method by which needs of community groups can be communicated to regional or national organizations dispensing informational material and discussion aids; (3) a capacity on the part of regional and national bodies to prepare material on world affairs so it can be applied by users in terms of local problems. 1

Adler, Mortimer J. Adult Education, In Journal of Higher Education, 23 (February, 1952) 59-67, 115.

Many professional educators and laymen hold the false view that it is the purpose of schools, from kindergarten through college, to give a complete education. Many also hold a false view of adult education as remedial education, or an avocation or hobby. Young people are more trainable but mature adults are more educable if education is conceived of as growth of understanding, insight and wisdom. Liberal education is education for freedom, responsibilities of citizenship, and good use of leisure. Children should be given the skills of learning and the wish to learn so they will continue learning in adult life. To keep the mind alive and growing and to seek wisdom, there must be a program of adult education that will sustain learning through many years, that treats adults as adults, that can be done voluntarily and is in every way proper for the mind. The writer proposes the Great Books program as the one program fulfilling these requirements because the Great Books are inexhaustible, written for adults, and deal with basic issues that confront mankind. 2

Adult Education Association of U. S. A. "Education Throughout Life: the Need, the Trends, the Demand, Problems and Issues." Chicago: A. E. A., 1957. 15pp.

Documents the need for continuous learning as evidenced by the number of adults whose education is obsolete, the demand for trained workers, and by enrollment in various kinds of educational institutions for adults. Prepared for the President's Committee on Education Beyond the High School by the A. E. A. Liaison Committee. 3

Adult Education for a New World, an Interrogation, In Adult Leadership, 1 (April, 1953) 24-28.

In answer to the questions "What do you think should be the basic goals of the adult education movement in the United States today?" and "Which social factors and conditions help us and which hinder us in formulating and achieving these goals?" Lawrence K. Frank states that the aim of adult education is "to help people learn how to see themselves and their society more clearly, to think about problems more critically, and try to cope with them more intelligently and creatively." Hindering conditions include social lag, need for learning to think in terms of a world community, urbanized living, lack of social control by the individual, increase in number of problems and proposed solutions, and fear of change. Helping conditions are more leisure time, education, literacy, inclination to look to science for solving traditional problems, and constructive efforts to solve anxieties. Herbert Thelen adds that adult education must help people join to set standards of thought and action in keeping with the realities of an industrial society. Social problems require learning about how to participate in groups and relearning beliefs and attitudes. Leadership must assist groups to function effectively and democratically in facing and controlling social and personal realities as part of the problem solving process. Kenneth Benne cites the conflict in America over defining and applying democratic values in inter-personal relations and social control. He identifies two non-democratic ideologies of leadership in our tradition: (1) an individualistic conception of man and society, and (2) the idea of leadership by the elect, ordained by aristocratic birth, native endowment or special access to truth. 4

Alexander, W. P. Challenge and Response in Adult Education, In Adult Education (London), 27 (Winter, 1954) 166-172.

There is danger that adult education may become a thing apart from the main structure of education and conceived in a narrow sense which would limit the service to a few people. Three basic principles in the light of which work in adult education and in all other branches of education must be judged are: (1) There is almost no correlation between provision of higher education and the economic and social stability of the nation. (2) There is a very high correlation between the amount of education which all of the people get and national and social health. (3) The greatest current problem in modern society is the widening gap between leaders and followers. Over-emphasis on tutorial courses of high academic quality has limited adult education to a small proportion of the adult population. This contributes to widening the gap between leaders and followers and to disunity within the nation. Adult education is a permanent national necessity, an inseparable aspect of citizenship, and should be universal and lifelong. An immediate task is to get the full virtues of liberal adult education embodied in the work of further education. Residential colleges have a contribution to make, as do voluntary bodies. The present pattern in which sections of adult education tend to be divorced from the general pattern of the educational system is a restrictive influence. A first requirement in finding the answer to the real challenge in adult education is clarity on relevant basic principles. Emphasis must be on development of a wide variety of opportunities which help people better to interpret experience, based on the principle that the economic and social strength of the nation rests on the education which all of the people get. The National Institute of Adult Education has a great opportunity to make suggestions how best to meet the real challenge which remains so largely unanswered. 5

Benne, Kenneth D. John Dewey and Adult Education, In

Adult Education Bulletin, 14 (October, 1949) 7-12.

Although John Dewey, in his writings, devoted a small amount of discussion to adult education problems as such, many of his theories are applicable. "The Public and Its Problems" offers the most suggestions concerning the central problem of adult education today. According to this work, the task of converting the "Great Society," characterized by impersonal and mechanical modes of behavior, into the "Great Community" is no different from democratizing industrial and national societies. The conditions for democratizing modern life to bring adequately shared and genuinely "public" control are equally the conditions of adequate adult education. Three of the means Dewey suggests for building toward the "Great Community" suggest more definite direction for adult education today: (1) Social science directed toward discovery of genuinely public facts and meanings must be put to work in furnishing bases of knowledge for public policy and decision making. (2) Conditions of full and free public expression with respect to social problems and to investigations and thinking concerning them must be established and maintained. (3) The rebuilding of a healthy public requires restoration of effective local communities providing centers of effective identification and devotion within the mass public. 6

Benne, Kenneth D. Some Philosophic Issues in Adult Education, In Adult Education, 7 (Winter, 1957) 67-82.

States that the basic issues in adult education differ little, if any, from basic issues in education generally, and identifies a few of the issues which currently divide educators of adults. Discusses three clusters of assumptions: (1) the nature of man--man as continuous with nature, man as discontinuous with nature, individual and social man, man as discontinuous with society, man as doer or thinker; (2) the nature of learning--the method of authority, the method of induction, the method of experimentation; (3) the nature, source, and limits of pedagogical authority. 7

Benne, Kenneth D. Why I Ran for President of AEA, In Adult Leadership, 4 (January, 1956) 6-8.

In our generation the social and moral environment has undergone radical changes. Education for transmitting a fixed cultural heritage is inadequate. Educational leadership is charged with the task of organizing an environment in which people may engage in joint inquiry to solve personal, group and community problems. We need to develop a conception of education that includes adult education as an integral part. Our society leads to a continuous alienation of persons and groups from full participation in their communities and society. The major task of adult education is reduction of alienation and resulting inability to participate constructively in the social process. This transcends personal therapy to include social factors of disorganization. An important task of adult education is rigorous self-appraisal of success as measured against these criteria. The Adult Education Association can help with the process of this self-appraisal and the self-training and reeducation by which adult educators must equip themselves to achieve progress. 8

Bethel, Lawrence L. The Satisfaction of Needs in Adult Education, In Junior College Journal, 16 (December, 1945) 169-176.

Satisfaction of needs in adult education must start with the satisfaction of wants. In adult education wants become especially significant because of their scope and variation. A knowledge of specific needs must grow out of local study and planning. In general adult needs are of three types: (1) vocational competence, (2) social consciousness, and (3) competence in group activity. Five points of generalization concerning what adults want are: (1) Subject matter must be functional to the lives of people. (2) Methods of instruction must be varied. (3) Adult education must be designed for the level of intellectual, social, and physical maturity of the adult. (4) It must be flexible in terms of individual needs, which vary in terms of aptitude, ability, and previous achievement. (5) It should provide opportunity for the individual to build a systematic and coordinated program of education. Since adult education is different from other types of education in organizational operation, there is a trend toward separate administration and faculty. A program of adult education requires an unusual amount of flexibility which is often difficult to procure when the administration of the college is removed from needs of the adult community. A good adult education faculty might well include specially selected representatives of the regular faculty of the institution, representatives from industry, and people who would devote full time to the adult program and provide the necessary continuity and leadership. Separation of organization and operation does not exclude necessity for integration of the adult education program with regular programs of the institution, but affords greater opportunity for recognition and cooperation with the parent institution. The junior college is particularly adaptable to the work of adult education because it is in most cases a community college with purposes established in terms of needs of its community, and it is flexible. 9

Birnbaum, Max. Mind and Emotion in Adult Education, In Adult Education, 7 (Spring, 1957) 144-151.

The central issues in the philosophy of adult education are: (1) the role of cognition; (2) the role of emotion and the irrational; (3) the problem of values and attitudes; (4) the role of the individual and the group; (5) the role of the teacher. Two functional problems are: Method versus Content, and the Individual versus the Community. These issues are discussed with two objectives in mind: first, to state what appears to be the rationale for each of the positions of the two major schools of adult education, the "Traditionalist" and the "Psychological," and second, to attempt to harmonize the two positions where possible. The writer concludes that the distinction between the two approaches is often artificial. The process of education is almost always two-dimensional with interweaving of the cognitive and emotional make up of man. The two conflicting goals in adult education, development of the mature individual or improvement of total communities, are interrelated and a collaborative relationship between the two schools is the solution. 10

Blakely, Robert J. Adult Education and Civil Liberties, In Food for Thought, 15 (November, 1954) 6-9.

The only real protection of freedom is in the responsible exercise of the freedom of education. Education for most young people ends with formal education with an increase of narrowly practical concerns and neglect of that which is enduring and prevailing in significance. Adult education is inherent in the nature of man, in the nature of life, and in the nature of social authority. Liberal adult education is the education of free man for freedom. In our industrial democracy we have still to discover the means to educate all adults to become free men. To strive toward the ideal we must regard all experience as educative and treat and direct it as such, and regard ourselves as educators and all our influence over others as educative. The goal is to create not just good schools, but a total environment conducive to self-realization. 11

Blakely, Robert J. Adult Education Needs a Philosophy and a Goal, In Adult Education, 3 (November, 1952) 2-10. Same under title Adult Education in and for a Free Society, In Adult Education (London), 25 (Spring, 1953) 286-296.

Blakely observes that in every period of vast social change both compulsion and human aspiration are forces. In our society compulsion is seen as "the consequences of the application of science to the physical world" and aspiration as democracy. Adult educators need and are ready for a common cause and direction in whatever problem areas or programs they may work. The adult education movement must make a direct major approach to general education, and address itself to the "over-arching issues of personal and social life." Capricious and ill considered wants should not dictate the adult educator's role but he must help individuals find and fulfill values beyond themselves. The idea of inducing behavior change through increased sensitivity to and skill with emotional factors has been overstated. Experimental situations have subordinated objectives to methods and intellectual processes to emotional. Such priorities would be calamitous in general practice. Skill in problem solving is a need of major importance to groups since problems are the essence of life. Professional adult educators should form a cadre to train "recruits," to insist on significance and excellence in their education, and to make "persuasive and moving statements of purpose and aims, not in one standardized situation, but in a host of varied situations." 12

Blakely, Robert J. Adult Education: Stalk or Flower? In National Education Association Journal, 42 (April, 1953) 232-233.

An imaginary conversation between an adult educator and a child prodigy, in which the relationship between adult education and formal education is compared to that between the stalk and the flower. Education should aim at producing persons who trust and exemplify reason, with freedom of speech and freedom to test the correctness of their own and others' opinions. Education must be continuing. Formal schooling should concentrate on basic skills to be exercised throughout life. Not enough adult education is devoted to exercise and improvement of ability to think, to the acquisition of knowledge indispensable to understanding and ability to cope with what is new. Neither formal nor adult education has learned how to give a liberal education to the many instead of the few. The school cannot meet all educational needs of citizens but one responsibility which it cannot sacrifice is its responsibility for providing intellectual training in every field where systematic thinking is an important component of success. Intellectual thinking is more essential than ever before in the history of mankind. In one sense adult education is the stalk supporting the flower of formal education; in another sense the stalk of formal education is supporting the flower of adult education. 13

Blakely, Robert J. The Free Individual and the Free Society, In Fund for Adult Education, Liberal Adult Education. White Plains, N.Y.: F.A.E., 1956. Pp. 69-78.

In nature there are contrary tendencies, in one direction toward disorganization, in the other direction toward order. Life has purpose--purpose to live, grow, reproduce, and fulfill itself, and it advances to more complex organization through evolution. The mature human being holds in his hands and mind the direction of his future evolution. Culture is the individual's ecology because the human being is almost bereft of instinct. Society is the individual's most important environment because for fulfillment of his purposes he needs cooperation of other human beings. The forces of dissolution work constantly upon the physical organism. Whether they work also upon the mind and personality depends upon whether the individual takes command of the development of awareness which depends upon his vigilance, self-discipline, affirmation and effort, and upon possibilities within the cultural ecology and social environment. Man is conditioned by his physical and social environment, but his awareness of being conditioned is the embryo of freedom. A responsible person acts with regard to the wholeness and complexity of his own nature and the nature of everything. "A free society relates freedom and responsibility; a society which is not free tries to separate them and destroys both." A free society does not require conformity. We should resist efforts to make us conform against our sense of individuality and also resist the temptation to force others to conform against theirs. A free society has shared purposes, shared power and shared respect. It is an open or "opening" society. Liberal education is education for responsible use of freedom. Liberal education has relevance for all of man's special functions, but, in itself, it is a return to or an advancement to our common humanity. It is the effort to discover the larger purposes which distinguish man and the effort to prepare him to fulfill these larger purposes. Liberal education is not concerned with thinkers or books as such, but with important issues. These issues concern the purpose of human life which is to fulfill itself both as a unique individual and as a unique species. The difficulty does not lie in the issues but in how they are put and in the lack of education or miseducation of individuals to grapple with them. 14

Blakely, Robert J. Freedom, the University, and Adult Education. See No. 487. 15

Blakely, Robert J. The Path and the Goal, In Adult Education, 7 (Winter, 1957) 93-98.

Education is more than the transmission and advancement of culture. It is central to the essence of our humanness and to the future of human freedom, and human survival. Adult education is the test of elementary, secondary and higher education, of whether the process of growth has really begun. Adult education is the foundation of the responsible exercise of authority, a means for successful self-government of human affairs. Adult education has among all of its forms more than a concern for techniques; it has a concern and relevance for the meaning of American and human life. Education is the means by which life is fulfilled and the end of life. A clear vision and sincere expression of ends are essential contexts within which means and techniques are utilized. The writer reproduces Vachel Lindsay's "On the Building of Springfield" to illustrate the goal he envisions for adult education. 16

Bowersox, John M. The Importance of Adult Education, In Sierra Educational News, 42 (December, 1946) 23.

Discusses the importance of adult education classes for learning skills, family education, raising the level of educational attainment through courses not previously studied, learning use of leisure, human relations, understanding of other cultures for world peace. 17

Bradford, Leland P. Report of the Division of Adult Education Services of the N. E. A., In Adult Education Bulletin, 11 (August, 1947) 164-178.

Part 1 analyzes five trends in adult education: (1) hope for adult education to provide solution to world problems, (2) community development and growth, (3) importance of adult education to the education of youth, (4) increase in adult participancy, (5) cooperation among agencies concerned with adult education; and five problems: (1) educating adults for group work, (2) developing identification of the participant with other individuals and groups, (3) lack of leadership, (4) need for different methods in educating adults, (5) lack of basic materials and adequate physical facilities. Part 2 discusses efforts of the Division of Adult Education toward developing a comprehensive program especially in the areas of veterans' education, conference planning and procedure, leadership and in-service training, methods, and basic materials. Part 3 discusses major areas for concentration in the future: community activity, national and international problems of the atomic age, use of mass media, leadership training, increasing membership in national and state organizations. 18

Bradford, Leland P. Toward a Philosophy of Adult Education, In Adult Education, 7 (Winter, 1957) 83-93.

Discusses three areas with which adult education must be concerned: the internal dynamic balance of the individual; his behavior in external situations; and his ability to take membership in his societal units. Given goals of growth and change, an approach to adult education should be concerned with problems of the sources of learning (content); of organization of learning (method); of conditions of learning; encouragement of the learner (involvement); and of the role and relationship of the teacher. Six basic conditions for realizing learning goals are: (1) exposure of thoughts and behavior and involvement of the individual in the process of growth and change; (2) a system of feedback; (3) emotional climate conducive to change; (4) directional forces for change; (5) opportunities for experimentation and practice; (6) application of learning. 19

Bradford, Leland P. Will Education Win the Race With Catastrophe? In Adult Leadership, 2 (December, 1953) 28.

A comment on H. L. Keenleyside's (see No. 84) theme of "education or catastrophe." In spite of more schooling and more knowledge than ever before, individual and social problems have vastly increased. In face of dangers and threat of catastrophe, apathy mixed with hysteria, rather than effective action results. The task of education is to aid people to understand and operate successfully in the changing world. Education should be concerned with all problems of developing and changing knowledge, values, and behavior. Educators must not be concerned only with creating change but with seeing that desirable or necessary changes have a chance to be maintained. 20

Brigham, Harold F. Indiana Sets Goals, In Adult Education Journal, 6 (July, 1947) 154.

An excerpt from a statement of goals for adult education adopted by the Indiana Association for Adult Education. "Adult education, in the broad acceptance of the term, comprehends all educational activities engaged in by persons who have terminated their basic formal schooling and assumed the responsibilities of adulthood... Its ultimate end is that individual growth may become synonymous with community, national, and world progress." Ten objectives of adult education are listed: That every adult may (1) recognize his potentialities and evolve a plan of development in keeping with his capacities, needs and interests; (2) make use of his mental powers through broad, deep, clear thinking, and through exercise of his creative abilities; (3) develop maximum facility in use of language and in understanding and interpretation of basic areas of knowledge; (4) enjoy good health, proper posture and physical fitness through developing and maintaining them at a high level; (5) equip himself through general and special education for earning a satisfactory living in a vocation for which he is naturally well fitted; (6) develop an understanding of basic tenets of Christian ideals and apply them to daily living; (7) prepare himself for use of leisure time through appreciation of literature, music, and art, and through skill in recreational activities; (8) develop his personality for harmonious living with himself and others; (9) prepare himself for the responsibilities and privileges of family life and for contribution to the welfare of the community; (10) strive toward the ideals of American citizenship and develop a feeling of responsibility as a world citizen. 21

Brown, Muriel W. "Adapting Adult-Education Programs to Postwar Needs," In National Society for the Study of Education, Forty-Fourth Yearbook, American Education in the Postwar Period, Part I, Curriculum Reconstruction. Chicago: University of Chicago Press, 1945. Pp. 57-79.

Tasks of postwar reconstruction are to: (1) re-establish a sound peacetime economy; (2) reorganize communities for peacetime living; (3) stabilize and strengthen family life; (4) deal more effectively with serious social problems such as juvenile delinquency, crime, disease, etc; (5) make better application of the principles of democracy in the solution of domestic problems and in international relationships. Adult education cannot supply all that is needed for the solution of these problems, but it can be a powerful and rich resource. Adult education presents both opportunities and difficulties in curriculum development which are unique. A survey of present trends in adult education helps to answer the question of how principles and procedures of curriculum development apply in this complicated situation. Trends that represent significant observable tendencies are: (1) broadening of the scope of organized programs; (2) coordination and cooperation among agencies and organizations offering educational services to adults; (3) increasingly better provision for systematic and continuous study of community needs as a basis for program planning; (4) integration of programs of study with programs of action and service, so that students may "learn by doing," and community improvement can be facilitated; (5) a more democratic type of teacher-student relationship in which learning experiences are jointly planned; (6) seeking out and using a wide variety of leadership; (7) freer and better planned use of the newer media of instruction; (8) planning programs in relation to ultimate values and purposes, as well as immediate goals. Implications of these trends for curriculum-making in adult education are summarized with respect to: (1) determination of goals and planning of programs; (2) development of curriculum experiences; (3) evaluation; (4) materials and working conditions; and (5) training of personnel. 22

Bryson, Lyman. "The Drive Toward Reason, in the Service of a Free People." New York: Harper [c1954]. 148 pp.

Based on three lectures sponsored by the Ford Foundation Fund for Adult Education (See No. 24). Bryson reaffirms faith in reason which he describes as "the untrammeled power of the mind to examine all things." Only reason can overcome the pessimism that seems to be engulfing the nation, and to strengthen reason there must be continuous learning of the kind that liberates the mind. Through this process men can learn to be free by learning to use reason in making the choices that face them. This reason will be backed by a breadth of knowledge that will free the mind to make rational selections. In order that reason can be the driving force in our civilization men must be "driven by motives stronger than mere survival and material success." Through the advancement of communication, America is developing a community of ideas but this needs to be strengthened by continuous liberal studies. This will provide the moral basis of decisions and strengthen the effectiveness and courage of adults in exercising reason as free citizens of democracy. 23

Bryson, Lyman. "Reason and Discontent: the Task of Liberal Adult Education." Pasadena: Fund for Adult Education, 1954. 48 pp.

The first annual Fund for Adult Education Lectures on the importance, significance and implications of liberal adult education. The first lecture, "Teaching Ourselves to be Free," deals with the relationship of freedom and rationality in modern America. In the second lecture, "The Community of Ideas," Bryson analyzes what he considers the most hopeful elements in our prsent situation and indicates forces to help us better ourselves in our communities with special reference to the mass media of communication. The final lecture, "The Achievement of Standards," considers the problem of determining moral standards to measure progress. 24

Burch, Glen, ed. Trends in Postwar Adult Education, In Adult Education Journal, 5 (January, 1946) 1-55.

Presents materials in a number of aspects of the field, collected mainly from local or community level of adult education activity, in a survey to assess and appraise adult education trends in terms of the postwar era. The most significant finding is the evidence of a heavy upsurge in enrollments. While there is no diminution of demand for vocational education, shifts in program offerings show a balance with liberal education, especially social sciences and humanities. One lack in adult education offerings is in the field of science. The survey shows a growth in the use of the discussion method as a principal technique. The way is pointed toward careful study of the use of educational films, and toward the need for studies designed to facilitate production in many forms of materials at every level of educational preparation. Paucity of offerings in some fields is the result of unwillingness of the public to force adequate provision of funds. The survey also indicates inadequate leadership both in amount and degree of training. Summaries are presented in the following fields: Adult Education Councils, Alumni, Arts and Crafts, Correspondence Courses, Family Life Education, Films, Housing, Libraries, Museums, Naturalization and Citizenship, Public Affairs, Public Schools, Radio, Rural Adult Education, Safety Education, Social Work Agencies, Special Schools, U.S. Armed Forces, Universities and Colleges, Veterans, Vocational Education, and Workers Education. 25

Caliver, Ambrose. Continuous Learning for a Changing World, In Adult Leadership, 6 (September, 1957) 73-75, 80.

Adult education has become a necessity because of changes in size, mobility, and age of population, growth in mass media, increase in leisure, increase in production, and change in family life. It is possible to educate adults more effectively today because of the discovery of certain psychological insights. Young adults especially need adult education to meet the problems of the modern world. 26

Caliver, Ambrose. The National Concern for Adult Education, In School Life, 39 (May, 1957) 5-6, 10-12.

Adult education can aid in correcting the lag in intellectual, social, and moral advancement which have not kept pace with material advancement. It can aid in identifying and explaining underlying forces causing changes and relate them to individuals' activities so they may understand effects and adjust and give direction to these forces, and it can help the nation make effective use of its human resources. To achieve its potentialities adult education must be accepted as an integral part of educational programs. Certain agencies have particular obligations, such as universities for research and preparation of teachers and leaders, and professional and voluntary organizations for interpreting technological progress for the average citizen. One of the greatest needs adult education can help meet is the need for diffusion of knowledge, methods, and spirit underlying advances of the new world and translating results of science and technology into the thought, language, and behavior of the average citizen. Needs within the adult education field itself are: better articulation between adult education and other areas of education; improvement of teaching and supervision; development of programs, materials and methods better suited to adults; more cooperation of groups and agencies conducting programs. Overarching all these needs is the need for complete and fundamental educational reorientation requiring revision of ideas about the nature and purposes of education, administration and financing and a new approach to materials and methods. Each program should have the benefit of an overall coordinating and guiding agency. Where such an agency does not exist, public school systems could take the lead on the local level, several school systems or universities on the regional level, and on the national level, the U.S. Office of Education cooperating with other federal and national agencies. 27

Carney, Francis W. Catholics and Adult Education, In National Catholic Educational Association Bulletin, 53 (May, 1957) 18-25.

Catholic educators need to take a greater part in the adult education movement. Catholic lay organizations should extend the scope of their educational programs and should relate themselves to other adult education agencies in the community to prevent a secularistic educational situation. The Catholic parish should give consideration to adult education as well as to elementary and high school programs. A deeper realization of community obligation and community influence ought to prompt many Catholic colleges to enter wholeheartedly into this field. All levels of Catholic education are based upon the same educational philosophy: (1) The Catholic adult educator views man according to the totality of his being. (2) The purpose of adult education is to assist in the formation of the supernatural man. (3) The Catholic adult educator believes these purposes can be accomplished by a substantially Catholic pattern of education. 28

Carney, Francis W. Philosophy and Purposes of Adult Education, In National Catholic Educational Association Bulletin, 53 (August, 1956) 358-361.

Points out the controversy and confusion existing as to the philosophy and purposes of adult education, and the fact that the Catholic Church, with a basic and fundamental philosophy, is in position to formulate a more definite philosophy of adult education. States purposes of adult education as: (1) development of general and particular capacities of the adult as an individual in terms of his total nature; (2) development of the adult as a social being related to family life, economic and political society, and international society; (3) development of the adult Catholic as a member of the Mystical Body; and discusses how those purposes may be accomplished. 29

Carpenter, J.E. For Civic Efficiency: Some Objectives for an Adult Citizenship Project, In Adult Education Journal, 6 (January, 1947) 14-18.

Education for civic efficiency is defined as education for responsibility in the prevailing social order which is of world wide scope and significance. The reasons why adult education has a responsibility in this area are: (1) The need for civic efficiency is urgent; in the face of present day social problems, man must learn or perish. (2) Knowledge is a weapon. Adult education has a heavy responsibility for providing knowledge which is the basis for understanding necessary to bring about cooperative world and local relationships. (3) The continuing character of adult education marks it as the phase and type of education capable of training for civic efficiency. (4) The citizen needs to realize that the basis of a peaceful social order is law. Attitudes adult education must hope to promote are: (1) We should value the good citizen or good country by excellence, not size or power. (2) We should believe in and practice "liberty and justice for all." (3) We should appreciate that Americans are the luckiest, not necessarily the wisest, of all people. 30

Cartwright, Morse A. A Preview of Postwar Adult Education, In Educational Forum, 10 (March, 1946) 273-280.

The necessity of making international adjustments without war is paralleled by the necessity of achieving internal adjustments in critical areas of conflict without force. Some of the areas of tension and conflict in the postwar period are economic maladjustment, racial and intercultural antagonisms, problems of veterans and out-of-school youth, social security, housing, recreational facilities, and education. Existence of these and other issues demonstrate the need for expansion of adult education activities. The postwar period will see an ambitious forum and discussion group program developed under a variety of auspices; a widespread use of audio-visual tools; local information and counseling centers for veterans; expansion of adult education activities of several types by institutions of higher education; expansion of public school programs for adults and of independent adult schools. Other areas of postwar expansion are workers' education, vocational education, education for Negro adults, and intercultural education. Development of the adult education movement has resulted in efforts at coordination of agencies through community councils, and state, regional and national associations. Problems needing solution for successful expansion of the movement are production of suitable materials for adult classes, shortage of trained leaders, and need for training programs. Adult education is faced with the greatest challenge in its history in the years ahead. 31

Cavanaugh, John J. Adult Education and Catholics, In National Catholic Educational Association Bulletin, 49 (August, 1952) 151-157.

Catholic influence on thought and action of leaders of this country can be realized more quickly and surely through the Great Books movement than in any other way. Moral education is even more important than education of the mind. Moral virtue is not altogether a matter of knowledge, but any consideration of moral education must begin with knowledge. Reading the Great Books should help to discover the nature of the good life, but the revelation of religion is also needed. Moral virtue requires action in addition to knowledge. Moral development, like intellectual development, is interminable and requires systematic exercise. If more Catholics were active throughout adult years in the education of themselves and non-Catholics, the Catholic influence might be more evident, and answers to questions posed by the necessity of improving moral education might emerge. There is no richer apostolic opportunity than that provided by adult education in this chaotic age. The interpretation of education for adults as liberal education means altering our ideas of liberal education in the college. The college student cannot master all the materials of liberal education. Rather he should develop a pattern for exercising his powers to think and choose, and the lasting desire to continue his education throughout life. Catholic educators can work through alumni groups and directly in their own communities to foster true adult education. The only requisite is zeal for intellectual and moral growth in the members of society. 32

Cox, Joseph G. Organizing a Commission on Adult Education, In National Catholic Educational Association Bulletin, 51 (February, 1955) 7-15.

The Executive Board of the National Catholic Education Association has authorized formation of an Adult Education Commission to explore the field of adult education so that the Association may be in a position to offer adequate guidance and help in the formation of programs to meet present needs. Ends and means must be based upon the philosophy of Catholic education which postulates development of the entire man, mind and body, intellect and will, physical and intellectual, moral and social. A majority of organized Catholic adult education programs are for college credit with a traditional and formal approach. Another approach is the informal process, voluntary, more individualistic, and less integrated. General objectives of this type of program are: religious growth, social growth, vocational advancement, recreation, development of a Christian attitude toward things cultural, and development of latent talents in areas constituting the cultural heritage of our day. Topics requiring further study are the Catholic philosophy of education with specific reference to adult education, objectives, optimum curriculum, techniques of teaching, teaching personnel, advertising, and financing. 33

Crabtree, Arthur P. The Philosophy of Public School Adult Education, In The Public School Adult Educator, 1 (November, 1957) 19-20. Same condensed: Education Digest, 23 (February, 1958) 50-52.

Suggest elements that are minimum essentials of a philosophy of adult education: (1) Adult education must be conceived as genuine education. (2) Those engaged in adult education must have a deep-seated conviction concerning its role in a dynamic society. (3) Adult education must protect and preserve the interests of democracy by providing opportunities for learning that stimulate and enrich the awareness of the individual for societal problems. (4) No individual adult should be compared with another for the purpose of determining rate of progress. (5) Adult teaching must be sympathetic, with the realization that the average adult is infinitely complex and that subject matter is secondary in importance to the learner. 34

Dobinson, Charles H. Adult Education in England and Wales, In Educational Outlook, 29 (May, 1955) 101-110.

The fact that England's movement in the direction of democracy in the past fifty years has been smooth and peaceful is largely due to developments in adult education in the first decade of this century. In the United Kingdom the term "adult education" means liberal education. The term "further education" is applied to education having a vocational content or bias. Pure economic theory and pure philosophy have been important ingredients of adult education in the United Kingdom throughout this century, as a result of the Workers Educational Association, extra-mural departments of universities, and of governmental policy which has given financial help to both. Early adult education had so profound an effect upon social thinking that many new developments have taken place in the last few decades. Local Education Authorities have been providing or assisting voluntary organizations to provide a wide range of classes for adult interests. Highest development of cultural interests by a Local Education Authority has taken place in London through Literary Institutes which were built up between the wars. There is a wide range of liberal studies available now in all large cities of the United Kingdom comparable with those in London as a result of the 1944 Education Act. Despite a lack of money since 1945, steady growth has been brought about in almost all fields. The highest standard of work is that of university extra-mural classes and their joint enterprises with the W. E. A. In addition there is the work of voluntary educational associations, of residential adult education centres, and of voluntary bodies which are not educative organizations. Radio and television have had important cultural effects since the war. The National Institute of Adult Education, founded soon after the war to co-ordinate the many aspects and act as a clearinghouse, now plays a leading part in fostering international linkages with adult education groups abroad which is probably the most important aspect of all. 35

Dumazedier, J. The Content of Adult Education, In UNESCO, Adult Education, Current Trends and Practices. Problems in Education, 2. Paris: UNESCO, 1949. Pp. 41-53.

Although the aims of adult education vary in different cultures, there is a common ground in its increasing adaptation to the common aspirations of the masses. Modern adult education aims at the creation of a living culture, firmly grounded in everyday life, in which all may participate. Such a culture links knowledge with action in an essential unity by means of its principles and values. It "...aims at helping each worker to live the life of his times, at the same time giving him the means of rendering it more humane." The writer anticipates future developments of general intellectual, social, scientific, and artistic education of adults. 36

Durrie, Paul H. Introduction--Emerging Patterns of Growth, In Adult Education, 2 (September, 1952) 186-187.

The adult education movement has been described as a jungle because of the luxuriant growth and tangle of intertwined and interrelated activities. Some of the patterns of growth are: a continuing concern for meeting immediate and personal needs of the individual as he functions as a worker, homemaker, creative individual, and citizen; an increased recognition of the fact that the individual works in a social setting which should influence the nature of his instruction; a growing belief that we should do something about neglected areas such as public affairs, human relationships, economics, government, social, and world affairs, with significant experimentation and activity in this field; a movement from dealing with things to dealing with people and ideas; a growing belief that methods of instruction and administration must recognize the individual's relationships and interests, and involve the individual on an emotional as well as intellectual basis; involvement of many agencies and institutions and the use of many media with communication and joint projects. 37

Dyer, John P. What Do We Fear? In Adult Leadership, 4 (March, 1956) 5-7, 32. Same: Association of University Evening Colleges Proceedings. Seventeenth Annual Meeting, New Orleans, 1955. Pp. 31-37.

Discusses present climate of conviction by innuendo, guilt by association, abridgment of civil rights, conformity and anti-intellectualism. Points to four areas of fear: our new role in world leadership, the cold war and the atom bomb, economic uncertainty and total social change. Liberal education programs growing out of adult experience are needed to help individuals gain insight into their own tensions and anxieties and translate this knowledge into terms of the world in which they live. Asks twelve questions which must be answered by liberally educated men and women. 38

Elsdon, Konrad T. "Reality and Purpose, a Visitor's Reflections on Some Aspects of American Adult Education." Notes and Essays on Education for Adults, No. 16. Chicago: Center for the Study of Liberal Education for Adults, 1957. 23pp.

Discusses some of the major differences between adult education work in the United States and in England including scope of institutions of higher learning; attitudes toward degrees and diplomas; separation of vocational and non-vocational, credit and non-credit, high and low standards in the English system and their intermingling within one institution in the United States; status of adult educators; standards as judged by service to the community and to the individual; length of courses, etc. Criticizes American adult education for its concentration on credits, degrees, and diplomas; for spreading adult education too thin; for adult educators who are technician-administrators rather than scholars with an interest in subject and in individuals. Concludes that although some of the problems and failures of British and American adult education are very diverse, many of them are shared by both systems. The major problem is the number and complexity of duties and requirements for adult educators. 39

Essert, Paul L. Adult Education in the United States, In American Academy of Political and Social Science Annals, 265 (September, 1949) 122-129.

Discusses trends in adult education in the United States in relation to extent, means, motives, cultural influence, studies of adult educability, the community, and financing. Adult education as continued learning is becoming a necessity rather than a purely recreational or remedial activity. The ways and means of study are numerous. Motives for continued learning can be broadly summarized as education to help adults adjust to cultural change. Creative experiments in control of environment through education suggest the possibility that one of the major emphases of adult education in the next decade may be to focus the development of personality on community problems. This trend is not a substitute for education for meeting personal needs but an extension of it. Since adult education is increasingly regarded as essential to the welfare of the state, it should receive more state and federal support. 40

Essert, Paul L. "Creative Leadership of Adult Education." New York: Prentice-Hall, 1951. 333pp.

Written to give adult educators "a betterpicture of the scope, problems and potentialities of adult education. It is also intended as a presentation of some principles that will give more unified and cohesive direction to the many aspects of adult education, and some practical skills and techniques of leadership in the field." The book deals with two major problems of adult education in relation to maturity: (1) bringing into focus a core of experiences which are natural laboratories of continued learning; and (2) discovering processes and techniques by which the leader can help adults educate themselves, thus bringing into focus the vast array of agencies and institutions of adult education. Part One discusses "The Challenge of Our Times to Creative Leadership," suggests a core of adult experiences essential for maturing as criteria for planning and evaluating a community program of adult education, and shows the relationship of creative leadership to these experiences. In Part Two and Part Three these criteria are applied to prominent and emerging forms of adult education, and processes are suggested by which each form may be improved in the development of human beings and communities. Part Four is a "Discussion Guide for Practical Education of Creative Leadership," based on practices in the field or in the literature as case studies. 41

Essert, Paul L. The Future of Adult Education, In Teachers College Record, 49 (November, 1947) 89-97.

Development of adult education in the United States has been somewhat meandering, with no system for which any individual or organization can take credit, with numerous individual elements making up a vast array of colorful and functional activities. The extent, scope, character, and costs of our vast "jumble" of adult education furnish an impressive pattern of growth and improvement, but it is a question whether people are making optional use of these resources. Structural and operational limitations are identified, such as failure to convey to the people knowledge of resources and their availability; highly specialized teachers and leaders lacking training in general adult education, the psychology of adult learning, and the counseling of adults; administrative confusion and fringe operation of activities; lack of provision for needs of young adults; and lack of daytime facilities. Leadership for cooperation and development of public understanding of adult education resources should be a responsibility of public schools, with the school administrator serving as a "social engineer." Public schools should also develop instructional materials for adult education. Institutional adult education agency leadership needs an extensive inservice education program of training. General adult centers are needed to act as information and counseling agencies and as coordinating links between all adult education resources. It is the function of colleges and universities to produce the type of leaders who will guide the people to resources in adult education which will lead to a more satisfying way of life. 42

Essert, Paul L. "Report to Teachers College on Adult Education in the United States and Its Implications to Education." New York: Teachers College, Columbia University, 1948. 22pp. Condensed in Adult Education Bulletin, 14 (October, 1949) 15-16 under the title "Adult Education in the United States."

Report of a survey of status and trends of adult education in more than seventy-five cities. The number of persons studying in adult education will soon be greater than the number of children and youth in regular schools and colleges. This increase results from new patterns of culture: (1) the shift from a predominantly juvenile population to one largely adult; (2) demand and supply of part-time learning continue during all economic periods; (3) the citizen of today cannot become fully informed or skilled in his occupation in his first twenty years. A program of workers education similar to agricultural extension is probable in the near future. The trend of adult education seems to be toward education for world citizenship for improved community living. Colleges and universities are doing the best job in training adults in fields of labor, agriculture, urban and rural planning, and industrial personnel research. These agencies are outstanding in providing leadership for discussion groups in local communities, for home and family education, and in civic planning. Universities and colleges show signs of strain in trying to meet demands for all types of adult education at local levels. There is a trend toward full-time day and evening programs in adult education in public schools, mainly where there is special state aid. State departments of education will speed up adult education activities of public schools and to some extent of colleges and universities in response to two types of pressure groups, state associations for adult education, and public school and college pressure for junior colleges for adults. Public libraries and museums will function increasingly as centers to train adults through group discussion. Recommendations made to Teachers College are: (1) a seven-year program of research and expansion in adult education; (2) five or six demonstration centers in community planning to develop lay and professional leadership; (3) a demonstration project in education for adult citizenship; (4) a scholarship program to permit twenty full-time day students on the graduate level to participate in the proposed university demonstration area. 43

Essert, Paul L. Significant Experiences for Maturing Adulthood, In Teachers College Record, 52 (October, 1950) 1-10.

Learning tasks in adult education to have purpose and meaning must be based upon experiences adults have within their culture. As people seek adult education there is an interplay of five experiences which they are trying to bring into equilibrium: (1) experience of occupational achievement; (2) experience of search for truths and beauty; (3) experience of self-government; (4) experience of close fellowship; and (5) experience of intermittent solitude. Each is discussed in relation to adult education. Beginning with any one of them the adult educator can expand learning tasks into broad plans for continuous learning. Another implication of this balanced planning is that some such series of criteria can furnish the basis for adult educators from many agencies in a community to appraise, evaluate, and redevelop their community adult education programs. Balanced experiences in adult education also suggest that the best laboratories are not necessarily found in artificial groupings of people, but in groups which adults have already invented for themselves. 44

Frank, Laurence K. "Education for Aging," In Wilma T. Donahue, comp., Education for Later Maturity. New York: Whiteside and Morrow, 1955. Pp. 1-18.

To understand the philosophy and objectives of education for the aging, it is necessary to recognize some significant aspects of contemporary life. The number of older people is increasing rapidly, with problems of social and financial insecurity. Limited capacity for change in customary beliefs and for acceptance of new ideas for participation in the new global orientation is not entirely due to aging; it also results from undesirable social conditions. A democratic social order relies upon education to bring about change. Recognition of the dynamic relationship of the individual to society and of society to the individual gives increased significance to the need for adult education, especially for later maturity. With older people education must be concerned primarily with "relearning" or "unlearning." For this process, group reading and discussion encouraging the individual to examine critically his beliefs and consider new ways of thinking are essential. Esthetic experiences are also important for older people to keep alive their capacity for feeling and responding to others. Central to this education is the necessity of helping the older adult build up and maintain a feeling of his own worth and the validity of his interests through understanding and guidance. Older persons especially need to participate in group programs of their own selection as contrasted to a fixed curriculum of formal content. It is imperative that all agencies and professions in any way concerned with older groups work together for the benefit of the individual. 45

Friedenberg, Edgar. Liberal Education and the Fear of Failure, In Adult Leadership, 3 (January, 1955) 13-16.

The most important and difficult purposes of adult education in contemporary America are explored. The writer summarizes the major services which liberal adult education should perform for adults: It should increase their devotion to human freedom and their skill in making use of it--their willingness to maintain and defend it. It should increase their sensitivity to the meaning of their feelings and those of others. It should increase the range of their experience, enabling them to continue to learn from the living and the dead, to accept the experience of other persons whatever their mutual relationship. Liberal education can promote better citizenship and more meaningful leisure by helping individuals to an improved self-concept, to holding a better opinion of themselves, to learning that they are valuable and why. Liberal education can be effective only by enhancing human dignity which is blocked by an increasing acceptance of the virtues of the group over those of individuals. Liberal education must strike at the individual's fear of failure. 46

Friesen, John K., Tannis Prendergast, and Guy Henson. Recent Trends in Adult Education, In Food for Thought, 13 (October, 1952) 24-33.

Addresses at the National Conference on Adult Education in Montreal, June 2-6, 1952. John K. Friesen discusses trends in Western Canada: in the occupational and technical fields, growth of agricultural extension, vocational education, business education, workers' education, and in university extension and correspondence credit courses; in education for family, citizenship and leadership, increase in popularity of the residential short course, parent education courses, informal activities on current issues of political and general community interest, and education for immigrants through voluntary and civic agencies; increase of interest in arts and recreation, development in use of the small discussion group, in film use, and expansion of libraries. Areas of needed research and development are pointed out. Tannis Prendergast discusses trends in Central Canada: (1) increasing interest and involvement of industry in adult education; (2) concern of provincial governments for continuing education at the community level; (3) emphasis on parent education in Home and School Associations; (4) expansion in labor union education; (5) concern about education and problems of the immigrant. Guy Henson reports trends and developments in the Atlantic provinces, including (1) greater coordination of efforts through the first Maritime-Newfoundland Conference on Adult Education, other local meetings, and establishment of a joint planning committee of educational extension in Newfoundland; (2) in the field of labor, outstanding work by St. Francis Xavier Extension Department and the Maritime Labor Institute, more willingness on the part of labor to take advantage of services offered, and a need for adult educators to be conscious of responsibilities and needs of labor leaders for education for union membership and for good citizenship; (3) extension of the folk school movement in rural areas; (4) increasing interest in and provision for the arts in local communities; (5) development of libraries. 47

Fund for Adult Education. "Liberal Education for Adults." White Plains, N.Y.: F.A.E., 1956. 78pp.

Five speeches given at the Community Leadership Institute conducted by the Fund for Adult Education at Estes Park, Colorado, July 15-20, 1956. See Nos. 14, 67, 89, 105 and 523. 48

Gold, Milton S. A Concept of Continuing Education, In Educational Leadership, 15 (November, 1957) 100-103, 106.

The real issue is not provision of higher levels of education, but the content of this continued education and its contribution to continuing self-education. The goals of continuing education should be: (1) building interest in and skills to pursue a program of continuing self-improvement; (2) preparation for vocational placement; (3) understanding human relationships; (4) development of satisfying and constructive leisure time interests; (5) building values with respect to ethical considerations; (6) personal development "per se." Effective utilization of opportunities for continuing education depends on the quality of the job done by formal educational institutions in developing competence necessary for effective continuation of education. If the school has done a good job in giving individuals the tools of learning, the adult can continue his education through many formal programs and informal associations. 49

Gordon, K.W. What Kind of Adult Education? In Food for Thought, 5 (April, 1945) 4-6, 48.

A reply to Watson Thomson's article, "Adult Education--New Model." (See No. 143). The writer believes the "new model" education threatens traditional values. Adult education need not "be social, leading people into action." People can study voluntarily by themselves, or in groups, or through classes in educational institutions. Action is all right in its proper place, but exciting people from outside, creating restlessness, is not true adult education. The true teacher in the field of adult education in a democracy tries to show students all sides of a question and trusts to their fundamental common sense to choose wisely. It seems under the "new model" the masses are to be given a special set of facts interpreted for them as the person in charge sees fit. Adult education should explore all theories and viewpoints, and explain the good and bad in any doctrine or theory to all who are interested. 50

Gould, Samuel B. Adult Education, In Association of American Colleges Bulletin, 41 (December, 1955) 555-561.

Adult education is only beginning to capture the true spirit and conceptual basis for its importance. The spirit is identified by a creative urge which has its impact upon people seeking a finer life and individual maturity. The concept is that of education as a continuing process throughout life. In the last decade there has been widespread recognition that adult education must use the humanities as a resource and turn itself to the task of educating whole men. Democracy, better than any form of government yet devised, furnishes the climate in which whole men may develop. Mental maturity is the great hope for survival and progress of a democracy. Present methods of education should be examined in terms of their ability to plant in the human mind the concept of education as a continuing process. The idea that cultural and vocational pursuits go hand in hand all through life must be instilled from elementary school level upward. In order to emphasize continuity of education, we should break away from the highly compartmentalized approach to subject matter and rigidly separated levels of education. Efforts of individual organizations in the community should be coordinated to prevent overlapping in purposes and functions. There are possibilities of developing a full community college concept, a college sponsored by the community and available to all age and intellectual levels and to all types of interests. The local community must understand the needs, take the initiative in fulfilling the needs, and build its program to adapt to the local environment and citizenry. The college or university, as the cultural center of the community, must assume direct responsibility for stimulating intellectual growth. 51

Graney, Maurice. General Extension Courses, Their Place in Publicly Supported Institutions of Higher Education. See No. 527 52

Grant, George. Philosophy and Adult Education, In Food for Thought, 14 (September-October, 1953) 3-8. Same: Adult Education (London), 26 (Spring, 1954) 247-253.

Philosophy makes demands on democracy, not vice versa. The idea that democracy makes demands on philosophy has done much harm to adult education in Canada. Causes for this confusion are that a pioneering and expanding society was taken up with pursuit of immediate goals, and that adult educators thought of education as a species of social engineering. Neither can democracy demand anything of education; democracy is education's servant, not its master. Adult education stands for no limited social ends, but for the self-liberation of the human soul. Programs with more immediate goals are but preliminaries to that end. The curse of adult education in Canada is willingness to surrender to pressure of those who want to use it for some limited end. Canadian universities and Protestant churches are falling down in the performance of their job regarding the higher reaches of education. The adult education movement must supply its own spiritual power. Amid signs of chaos hopeful signs of special significance for adult education are leisure time, which may be used profitably for education if peace and prosperity continue, and the move away from the old Protestanism and agnostic humanism which leaves an opportunity for a profound adult education to become unlimited. 53

Great Britain. Ministry of Reconstruction. Adult Education Committee. "A Design for Democracy." London: M. Parrish [1956] 222 pp.

A republication in abridged form of the Report of the Adult Education Committee of the British Ministry of Reconstruction, commonly called the 1919 Report. The Report is a history of adult education in England, and a detailed account of the movement at that time, with scholarly analysis and recommendations for development of the field. Sponsored jointly by the Canadian Association for

Adult Education, The National Institute of Adult Education of Great Britain, and the Adult Education of the U.S.A., this abridgment retains the basic theory and omits the now irrelevant facts. Contains a preface by Sir Ronald F. Adams, and an introduction,. "The Years Between," by R. D. Waller, who calls the Report "the most important single contribution ever made to the literature of adult education ... a work on the grand scale, a history, survey and philosophy of adult education." See also No. 151. 54

Green, Ernest. "Adult Education, Why This Apathy?" See No. 215. 55

Grierson, John. Education in a Technological Age, In Food for Thought, 5 (June-July, 1945) 4-8.

The basic problem of education today lies not so much in acquisition of literacy or knowledge of skills as in the pattern of civic appreciation, faith, and duty. Knowledge means nothing if it does not make for order in the world. The crisis in education lies in the realm of imaginative training for modern citizenship. Educators have been too isolated. Education lies wherever the images and patterns of thought necessary to a technological world are communicated to the people. It is one of education's first duties to recognize that it has many allies and to find out where they are and what may be expected of them. The forces of government, whose responsibilities reach into the realm of education, enjoy the highest license to secure understanding by the citizenry. It is possible that we can bring about an understanding between peoples and nations based on an appreciation of our common possession in the powers of science and mass production, and also based on common needs and interests of men everywhere. Canada, especially, is in a position to further this progress because of its youth, vitality, and understanding of the social and politico--economic relationships of education. 56

Groombridge, Brian. New Objectives for Adult Education, In Adult Education (London), 30 (Winter, 1957) 197-215.

Considers problems of society and the part adult education can play in solving them. Technical progress, together with economic need, will endow adult education with a new and more important status. It will begin to realize its limitless potentialities by abandoning concern about which classes it is for, whether it is a movement or a service, and by ridding itself of traditional and inappropriate concern for standards. The British can learn from the American philosophy that adult education must identify itself with the tasks of society and then translate those tasks in terms of the people concerned. Realization of the possibility of a new type of civilized life resulting from increased leisure depends upon education throughout life. Since the use of mass media is a principal feature of this new culture, adult educationists need to decide where they stand in relation to them. The writer examines the problem of leisure of the retired and aged, the subject of an inquiry financed by a grant from the Nuffield Foundation, on the following points: (1) extent of use of existing provision for adult education; (2) extent to which educational organizations not exclusively concerned with elderly people provide for them specifically; (3) extent to which those already in contact with elderly people develop educational activities; (4) and (5) general and special provision for leisure; (6) adult education and adjustment to retirement and old age; (7) interpreting the generations to each other; (8) implications of this survey for philosophy and method of adult education. 57

Gruen, William. A Pragmatic Criticism of Community-Centered Adult Education, In Adult Education, 6 (Winter, 1956) 81-90.

The extension of the university's activities beyond the confines of the traditional areas of teaching and research has been influenced by two tendencies: (1) social reform, with increased social mobility gaining acceptance of the idea of popular education; (2) the growth of naturalism and scientific empiricism with consequent softening of traditional contrasts between pure and applied sicence. Some educators have given the pragmatic philosophy of education a narrow interpretation, tending to orient education around vocational and professional interests. Some adult educators prefer "real-life" practical situations arising in community projects to the abstractions of the classroom as vehicles of instruction. This "community approach" tends to exaggerate differences between theoretical knowledge and its applications and overlooks the distinction between two kinds of practical education, --applied knowledge and empirical skill. The content and intellectual level of adult education courses must be adapted in some respects to interests and capcities of the community, but beyond this should be guided by the logic of the subject matter and social aims of education. One of the greatest advantages of education, especially of adult education, is that it liberates thought and value from the limits of local traditions and widens the scope of experience and human association beyond the confines of local community. 58

Gruen, William. Preface to a Philosophy of Adult Education, In Progressive Education, 34 (March, 1957) 49-51.

Discusses the need of adult education today for a philosophy whose tasks are the clarification of the aims of continuing adult education, and the examination of the moral and social directives implicit in these aims. Consideration is given to two aspects of Kilpatrick's philosophy which are applicable to adult education: (1) his theory of individuality or selfhood, and (2) his dissociation of learning or education from preparation. The theory of adult education developed from the ideas in Kilpatrick's philosophy converges on one central theme, the distinctive intellectual and social role of adult education. 59

Guehenno, Jean. Adult Education and the Crisis of Civilization, In UNESCO, Adult Education, Current Trends and Practices. Problems in Education, 2. Paris: UNESCO, 1949. Pp. 27-37.

Culture is for all men; its purpose must be to give a new meaning to life and strengthen hope. Decision in human affairs depends not upon illiterates or scholars but upon the body between these extremes. Perhaps man's deepest change is in becoming a mass-man manipulated by systems based upon lies. Widespread literacy has failed to make reason popular but has produced half-education which makes it easier to fool and enslave mankind. "Reading means nothing unless it is the ability to distinguish truth from lies on the printed page and recognize the subtle and insidious combination in which they may sometimes be found." Our most urgent problem is to reconcile erudite thought and popular instinct. Popular education, popular culture must be rooted in life itself and must furnish the weapons needed to deliver man in his defense of truth. 60

Hallenbeck, Wilbur C. Building Working Philosophies in Adult Education, In Adult Education, 3 (May, 1953) 148-152.

The work of A. E. A.'s Committee on Social Philosophy in developing common objectives and a common philosophy for those engaged in adult education has involved the formulation of a tentative statement, distributing the statement to groups for discussion, study of the reports of these groups, preparation for publication of the statement with analysis and some of the group reports to stimulate community groups to develop a working philosophy and put it into operation. Included are an outline of points to include in a working philosophy; a resumé of the assumptions, and suggestions for further cooperative thinking and activity. 61

Hallenbeck, Wilber C. A Sociologist Looks at Adult Education, In Adult Education, 7 (Spring, 1957) 131-143.

Differences have arisen among adult educators regarding objectives and methods. Several assumptions important to rationalization on these issues are discussed. In the process of considering many different opinions, a more balanced and adequate opinion will result. The problem is not to rid ourselves and others of bias, but to understand what it is, how to use it, and how to be selective with reference to the biases we hold. Specialization, with resulting lack of sensitivity to inter-dependence and interrelationships, has often produced competition where cooperation is required. The role of adult education in relation to the problem of integration is: (1) to develop a united adult education movement in the U. S.; (2) to help people understand the problem and their responsibility for its solution; (3) to stimulate and participate in many endeavors to work on different aspects of the problem. The community must provide the framework within which integration takes place. The role of adult education has several dimensions: propagating a sense of meaning of citizenship, helping people understand responsibilities of citizenship, interpreting meaning and importance of community development, helping to organize people in activities for improvement and development of their community. Ideas in adult education about which there is argument seem to the sociologist more complementary than antithetical. Means and ends are of equal importance, but a clear definition of goals is the keystone of the whole structure. There must be common ground on the concept of the "mature personality," which is the ultimate objective of adult education. Ideas and action are interdependent and inseparable and cannot be in competition or thought of as providing alternatives. Education must be keyed to the action pattern of adult life if it is to fit realistically into living experiences of adults. But action can carry on only with ideas and information. Content and methods are both important, interdependent and inseparable in the education process. A balanced fare of knowledge is required for the development of a well rounded person. 62

Hansen, Kenneth H. "The Educational Philosophy of the Great Books Program." Ph.D. Dissertation. University of Missouri, 1949. 232pp. 63

Hayakawa, S.I. "Adult Education as a Time-Binding Process." Notes and Essays on Education for Adults, No. 8. Chicago: Center for the Study of Liberal Education for Adults, 1954. 16pp.

Three stages of communication in the history of human cooperation are: (1) organization around a physical symbol; (2) organization around verbal symbols; (3) organization around shared perceptions. Today we are in a transition from stage two to stage three. A new system of moral values is struggling to emerge out of the now inadequate morality of stage two. In the light of necessities of communication in a diverse and heterogeneous society, it is possible to take an ambitious view of tasks of adult education. The mature citizen is a constantly growing person who has learned and continues to learn how to share perceptions and therefore interact fruitfully with an ever-widening community of people of common aims or interests. The purpose of adult education is to create sub-communities in the open society for continuous solution of unpredictable problems. Adult education thus conceived is a recent and highly refined aspect of the "time binding" process. A study of science, humanities, and communication arts increases resources for interaction with individuals and community. Adult education, because of immediate application of ideas to life, can contribute directly and efficiently to the enrichment of our culture. 64

Herring, John W. Adult Education: Senior Partner to Democracy, In Adult Education, 3 (January, 1953) 53-59.

Adult education has failed to make an important contribution to education for democratic and world citizenship. Some reasons for the default are: (1) Adult educators reflect the hyper-individualism of our cultural pattern. Trained to measure achievements of individuals, it is hard to switch strategy to team attack on common problems. (2) Teaching adults is usually a part time activity, and adult education planners aim at quick and ready demand. (3) The evening school manager lacks time to do a quality job, and the result is mediocrity and almost complete neglect of the "hard" subjects of the social sciences. (4) Adult educators have neither the skill nor desire to handle controversial subjects of social education. (5) Adult education's role as senior partner to effective functioning of society is not taken seriously. Informal programs of independent agencies have accomplished more in the social field than more formally organized adult education programs. The social vitality of informal programs should teach two lessons: (1) Present concepts of professionalism both in make-up of program planning boards and in picking teachers and administrators should be largely outlawed. (2) Immediate beginnings should be made on new training programs with a radically changed approach, starting with a description of the job to be done and an analysis of people capable of doing it. Suggestions as to the type of community program of adult education that should be set up include: the program should be functional, with activities geared into the social living of the community; the planning group should be people actively engaged in community activities; the right executives should be sought in several professions; the case for action-education should be put to every live interest in the community to obtain financing. A functional program has three elements which should not be separated: (1) constructing solid piers of thought and values to build upon; (2) working out proposals and laying plans; (3) executing them. To develop a strategy of community-wide penetration there must be cooperative planning of all agencies including lay leaders, decentralization through neighborhood units, program service to existing groups, and extensive and imaginative use of mass media. 65

Hodgkin, T. L. Adult Education and Social Change, In Adult Education (London), 23 (June, 1950) 7-15.

Considers the relations between adult education and the needs of society. Traces these relations in the historical development of adult education from 1900 to 1950. Outlines changes in the British society of 1950 that are of importance to adult education, and the implications of these changes for adult education in regard to changes in its forms and content required to fit the needs of the time. 66

Houle, Cyril O. The Development of Leadership, In Fund for Adult Education, "Liberal Adult Education." White Plains, N.Y.: F.A.E., 1956. Pp. 53-67.

For the spread of liberal adult education through group discussion, a special kind of leadership is needed. We must conceive of leaders as wholly different from those who teach children. Leaders of adult discussions have the task of focusing and guiding the operation of the groups and are themselves learners. In order to fulfill the ideal of lifelong learning for everybody, we must accept the fact that adults are different from children and cannot use the same educational patterns. We must hold the ideal of the individual as a responsible person who knows what he wants to learn and who can be helped to learn it. To serve needs of people adequately and to provide the enrichment of society that adult education can facilitate, we must build an infinite diversity of programs and activities. In any situation in which we teach or counsel others, we should try to build within them a vigorous independence and greater ability to direct their own further education. The concept of self-directed learning is applied to development of leadership. There are three overlapping layers in any pattern of adult leadership: the professionals,. those who combine adult education functions with other duties, and lay leaders. The three groups are intimately related. Suggestions are made for developing programs for lay leadership with respect to the qualifications and selection of potential leaders, training of leaders, continuing development of leaders after they have been trained, and the need for leadership in American life. 67

Houle, Cyril O. Emerging Programs of Adult Education, In School Executive, 64 (January, 1945) 61-62.

Adult education in the United States has developed as a result of significant social and economic trends, such as increased proportion of adults in the population, technological change, improved methods of communication, and mobility of the population. Agencies of adult education which have developed as separate pioneer efforts are: (1) institutions originally developed for another educational purpose, such as public schools, colleges, and universities; (2) agencies originally developed for non-educational purposes, such as unions, prisons, hospitals, government bureaus, industrial concerns; (3) agencies originally established to serve both young people and adults, such as libraries, museums, settlement houses; (4) agencies initially established entirely for adult education, such as agricultural extension, correspondence schools, and small local independent ventures. Predicts rapid growth of adult education in the next fifty years. 68

Houle, Cyril O. Future for Adult Education, In Wisconsin

Journal of Education, 79 (September, 1946) 8-10; same: Sierra Educational News, 42 (October, 1946) 25-27; Virginia Journal of Education, 40 (October, 1946) 69-70+; Kentucky School Journal, 25 (December, 1946) 34-37; Ohio Schools, 24 (December, 1946) 404-405; same condensed: Education Digest, 12 (December, 1946) 38-39.

Public schools must assume greater responsibility for education of adults or yield the field to new institutions designed for that purpose. Adult education is a greatly increasing activity and the future will bring about enormous growth in opportunities for mature people to learn. Four major reasons why adults undertake further education are: to remove deficiencies in childhood education, to maintain and improve acquired skills and interests, to develop new interests, to meet problems which are not encountered until maturity. Several kinds of agencies are active in the field of adult education. Public schools will be affected by the new development of adult education. The school is one of the most pervasive agencies in our society and can serve more adults than other agencies. Its program will be more stable because of professional competence of teachers and administrators. The public school will become a different kind of agency than at present, better able to serve the needs of society. 69

Houle, Cyril O. How Useful Is a Liberal Education? In Adult Leadership, 3 (January, 1955) 17-20.

A liberal education is crucially important in building a whole man, and as such is one of the most practical kinds of education offering the best hopes for achieving rewards. Houle examines the nature of liberal education, the kinds of competence which have the greatest breadth and utility, and the major fields of knowledge through which these competences may be developed. The values of liberal studies for the solutions of the problems of life include: basic conceptions and categories necessary to problem solving; a common core on which to base specialization and a necessary unity and integration; a context for new theories of human behavior; and the means for equipping industrial managers and leaders of other groups and organizations with ability to see basic relationships, to integrate work of specialists, and to fit various parts of an operation into coherent patterns. The ultimate value of liberal education is that it gives man an opportunity to develop his whole nature, not merely some part of it. 70

Hunter, Guy. Challenge and Response in Adult Education--

New Offerings, In Adult Education (London), 27 (Winter, 1954) 182-188.

Address to the 1954 annual conference of the National Institute of Adult Education, in response to addresses of W. P. Alexander and R. D. Waller (See Nos. 5 and 152).

Adult education's main purpose is to enrich the spiritual quality of human lives in present day society. Too much attention is paid to the product of work in present times and too little to its quality, process and motive. Adult education has a contempt for studies directly connected with work. But at work can be discovered all qualities of mind and character to which liberal education can address itself, -- in human relationships and aesthetic feelings. A man cannot be taught to do his work properly with conscience and in the right social relationship unless he is educated as a man as well as a citizen, a citizen as well as a technician. Some new offerings being made through work are in residential college courses and university courses for men in industry and in other professions, which are humane, liberal courses. In citizenship there is needed a radical challenge to attitudes of mind nearer to men's daily lives. Study of citizenship should start with basic moral and religious questions of family life. There is much room for new offerings in liberal education in citizenship. There should be cooperation between those engaged in academic adult education and those in activities other than instructional, for when adult education is conceived of as addressed to the whole man, all these institutions are a part of the same purpose and must be inspired by the same spirit. 71

Hunter, Guy. 1950--a New Dedication, In Adult Education (London), 22 (March, 1950) 169-177.

The author summarizes his article in seven points: (1) The beginnings of adult education lie in local social activity, aided by the evening class. (2) Extent and quality of that activity depend on local leadership. (3) The residential college is peculiarly well adapted to train this type of leader, and by developing to the full this latent energy and idealism, we can best develop national resources. (4) Adult teaching must be designed to recreate culture. This culture must be seen as a series of links between an outlook on social and economic theory, science, the arts, and religion. (5) Much adult education effort is wasted in mere description of the social process or ornamentation in cultural subjects without relating them to contemporary human problems. (6) It is worth while to re-establish the serious content of adult education at the expense of popularity. (7) Adult education should set about the gradual establishment and strengthening of civilizing influences throughout national life. 72

Hunter, Guy. Vocation and Culture--A Suggestion, In Adult Education (London), 25 (Summer, 1952) 7-19.

Expansion of adult education in the last five or six years seems to be taking two main directions, --hobby or leisure interests, and vocational work. A vital question is whether it is legitimate to call this work humane education. Technical and humane education in the adult field had become almost completely segregated by the inter-war period, with the technical degraded in prestige. The error in the vocational--humane distinction lies first in failure to see the full range of human values within the life of the working man, and secondly in failure to analyze the relationship between intellectual culture of the élite and this working life. In solving the problem of transmission of culture, approach must be made through people's primary interests, --their job, social position, their real condition of life, and relation to others. Success depends upon the tutor's approach to the group and their vocation. In vocational courses, purely technical interest has to be transcended into humane teaching. A wider and more responsible view of the world must be the ultimate object of vocational education. Emphasis on quality of teaching is the only safeguard against the danger implicit in the suggestion of rehabilitating vocational education. Rehabilitation of work and the working life as the principal medium of approach in adult education implies a sequence in which technical, vocational, and "pure" education will come naturally, and also a sequence in approach to a group movement from living interests and feelings toward philosophy and the arts. 73

Hunter, H. L. Motives in Adult Education, In Journal of Education (London), 79 (February, 1947) 67-68, 70.

There is a great challenge in the search for means of developing spontaneous interest in current affairs stimulated by international and national strife, and relating it to the need for responsible, active citizenship. To establish an imaginative and practicable plan it will be necessary to bring together a wide range of interests and personalities, investigate their respective motivating forces and provide the machinery for adult educators to function. A creditable aim for adult education organizers is to develop group activities in order to foster community spirit. All concerned with the educational challenge of the age are faced with the necessity to reexamine first principles in the light of recent experience and to determine the motives activating people to seek from adult education inspiration and understanding to help in common problems and revive community spirit in community service. 74

Hutchins, Robert M. What Kind of Education? In Food for Thought, 13 (November, 1952) 5-7.

Hutchins offers evidence in support of his assertion that the basic education in a modern, industrial, scientific democracy should be liberal education, open to all citizens all their lives. It aims to help the individual think for himself and develop his highest human powers. Democracy and industry, rather than making liberal education irrelevant, have made it indispensable and possible for all the people. Subjects that cannot be understood without experience should not be taught to the inexperienced. Men cannot solve their problems unless they learn to think for themselves about fundamental issues of human life and organized society. The alternatives are democracy, with liberal education for all, or aristocracy, with liberal education for the few. Politically the world is headed for unification either by conquest or consent. If it is to be achieved by consent it can be done only by effort toward world community and world organization. The great productions of the human mind supply the framework for understanding one another. We need an education designed to bring out our common humanity. The modern democracy requires wisdom. The aim of liberal education is wisdom. 75

Hutchinson, E.M. Highlights of Adult Education: The British Scene, In Food for Thought, 16 (February, 1956) 207-210. Same under title Deeds and Words in Adult Education: The British Scene, Adult Education, 6 (Spring, 1956) 167-172.

A selection of recent happenings likely to effect future developments of thought and action in adult education. The Ashby Report, published in 1954, by a Committee appointed by the Ministry of Education, made the following points: (1) The continuing importance of voluntary action in adult education is acknowledged. (2) Universities, through extra-mural departments, have assumed the main burden of liberal adult education and have become heavily involved financially and morally. (3) The three-cornered relationship of voluntary bodies, universities and the Ministry of Education is valuable. (4) Tutors, especially part-time tutors, are underpaid. (5) In making grants the Ministry of Education should scrutinize quality as well as quantity of work being undertaken. (6) Work should not be excluded from grant support because it is related to a vocational interest. Since the war new interest has developed in an overlapping area of liberal and technical education and the humane aspects of employment. In broadcast education, educationally designed features have been incorporated in BBC services, supplementing general features of cultural value, with large-scale publicity in conjunction with libraries and other educational bodies. There has been an upsurge in demand for public school evening classes or Evening Institute classes, and interest in implications of this movement and the ways it can contribute to richer community life. Residential colleges, which have come into prominence since the war, are evidence that British adult education is not bogged down in a tradition-ridden set up. Examples are given of growing contact in adult education abroad including a better set up in the Adult Education Committee of U.K. National Commission for UNESCO, and study tours and conferences. 76

Ingraham, Mary. Development of Evening Programs, In "Association of Governing Boards of State Universities and Allied Institutions Proceedings." Thirty-Second Annual Meeting, New York, November 15-19, 1954. Pp. 57-61.

In 1939 all evening students of the College of the City of New York were required to take the same courses and do the same type of work despite great variation in previous training and ability and in use that they would make of their educational opportunity. Student turnover was high and only about six per cent were graduated. Many teachers in the evening session were also teaching in day sessions or had outside employment. Many had no teaching experience. In order to improve the situation, potentialities of evening students enrolled and likely to enroll if more and different courses were available were explored. More adequate administration and instruction were provided. Course offerings were increased. Guidance and counseling and other supplementary services equal to those available to day students are gradually being established. In 1950 four Schools of General Studies replaced Evening Sessions or Extension Divisions at the several colleges.

A sound core of liberal educational courses and also specialized career training are provided. Several examples of unusual programs are given. It is recommended that the four-year degree program in Liberal Arts and Applied Sciences be given on a basis of complete equality with day sessions offerings. The pattern of community colleges as projected by New York State University is endorsed for shorter degree and diploma terminal work. 77

Issues Confronting A. E. A., In Adult Education, 7 (Winter, 1957) 99-103.

A synthesis of replies to a letter sent out by the Social Philosophy Committee to persons who had attended the Committee's meetings at annual conferences asking for opinions on issues that lie ahead for A. E. A. Some respondents reacted to the question of adult education as oriented to the community or to the development of the individual. Some were concerned with the area of membership of the A. E. A. and the relationship of the organization to the local scene. There were also suggestions as to the goals of A. E. A. and for activities such as experimental programs, education on international issues, summer workshops, publications, and developing adult education leaders. 78

Jessup, Frank W. Synthesis of Group Reports, In UNESCO, Institute for Education, "Adult Education Toward Social and Political Responsibility." Hamburg: UNESCO. Institute for Education, 1953. Pp. 58-75.

Discusses the nature of social and political responsibility; the means of adult education, verbal and practical; types of adult education institutions; the state's responsibility toward adult education; need for a critical attitude combined with mutual trust among groups; subjects which give opportunity for strengthening the sense of social and political responsibility; the development of approaches and techniques in the categories of social sciences and humanities as a means of strengthening responsibility for political and social life. 79

Jessup, Frank W. Trends and Resources, In Adult Education (London), 30 (Winter, 1957) 167-180.

The writer's purpose is to assess the position which adult education has reached and suggest directions in which it ought to move in the future. Methods and systematology in education are important, but our great concern with means rather than ends reflects the prevalent utilitarian attitude toward education. This attitude is an incomplete one and has the danger of mistaking only a part of education for the whole. All education has a social purpose. It reflects and seeks to strengthen currently held ideals about man and society. The most acute revelation of the ideal pattern of society a government lays up for itself is its attitude toward and view of adult education. In the last generation society has become egalitarian, economically, politically, and educationally. More even distribution of educational opportunity has led some to conclude that the need for adult education is past. This attitude is based upon two assumptions: (1) that the only social purpose of adult education is to promote egalitarianism, and (2) that the only quality the ideal society need possess is equality among its members. We need the dynamic of a clear, new social purpose in adult education. Adult education is important in inculcating the self-discipline required in an industrial society and can play an important role in the area of the moral problems. Adult education should constantly be giving people opportunity to know and value the best in art, literature, thought, industry, politics, professional ideals, and human character. If it were realized that by our attitude toward adult education we declare more forcibly than in any other way our view of the ideal society, and that through adult education we can do more than in any other way to translate ideals into practice, adult education would be accorded a central not a peripheral place. Clear ideas about the kind of society we want, a social philosophy, would make the task of adult education easier. 80

Johnson, Earl S. Need for a Philosophy of Adult Education, In Journal of Negro Education, 14 (Summer, 1945) 272-282.

Discusses "humanistic" versus "vocational" aims of adult education. Adult education in America is excessively preoccupied with vocationalism and is committed to a narrow utilitarian needs philosophy. Proposes starting with individual or group needs and interests and broadening adult education into a humanistic study of culture and values. 81

Kallen, Horace. The Adult and His Education, In Harvard Education Review, 22 (Summer, 1952) 153-167.

Summarizes political, social, economic and educational concepts which have influenced the development of adult education. The goal for the adult learner is defined as "the consequential development, by acts of well-ordered inquiry, by impartial yet sympathetic scrutiny of alternatives, by such trials as he can make and errors as he can survive, of a vision of existence and destiny which shall with its perspectives ennoble and transvalue the meanest, the most routine and inconsequential events of his day, and then to bet his life on his vision. For the teacher, it is to lead the learner to achieve this development by free exercise of his own powers, at his own risk and on his own responsibility." World events have made adult education a national as well as a personal necessity. The present trend shows a growing awareness not only that knowledge brings power and advantage, but that education is survival. Survival is the liberation and exercise of mutually suffusing powers of seeing, understanding, and doing in every frontier which men and nature present. This would end the divorce of vocation from culture, the segregation of the past from present relevancy and future consequences. It would seek to equip men for any emergency. 82

Kallen, Horace. "The Liberation of the Adult." Notes and Essays on Education for Adults, No. 7. Chicago: Center for the Study of Liberal Education for Adults, 1954. 16pp.

Adults are creatures of routine whose daily life automatizes into a series of rigid and repetitive adjustments to conditions of earning a living. Their ways of thought, beliefs, and judgment also become habit bound into "principles" or "prejudices." Adult teaching proposes the liberation of the learner by changing his status quo into something altering and expanding, by transmuting "sames" into a process of differentiation, of development in diversity, into a moving out into new directions. The American Idea postulates the notion of pursuit, mobility, and change, with equal liberty an antecedent condition. In neither the humanities nor the social sciences can the how be kept alive except in and through its what. Any subject matter which abandons isolation for union can become liberating. Methods depend upon the character of each class. Best teaching starts where the learner is, not where the teacher is. 83

Keenleyside, Hugh L. Education or Catastrophe, In Adult Leadership, 2 (December, 1953) 4-7.

Danger to the future of humanity lies in the fact that scientific progress and growth of population of the world have outdistanced our capacity for social adaptation. While we are preparing military defenses, we must work at the process of universal education. The objective is a life of peace and decency and kindness for all men. The educational campaign would have two aspects: (1) an effort to convince people generally that war must not be allowed to happen, which involves relinquishment of concepts of national sovereignty and the right to pursue individual interests by the use of war; (2) the task of convincing underprivileged peoples of the world that the more fortunate are interested in their needs and are determined to do what is possible to eliminate ignorance, poverty, disease, and injustice. To overcome these conditions it is necessary to rid ourselves of national, racial, and social prejudice; to support international, national, organizational, and private programs for elimination of unnecessary evils; to participate actively in efforts to bring comfort and hope to the underdeveloped areas of the world. Only to the extent that we meet these demands can we pass on the opportunity to work out a permanent solution to the problem of human existence. 84

Kempfer, Homer H. The President's Committee and Adult Education, In School and Society, 85 (January 19, 1957) 22-23.

The early work of the President's Committee on Education Beyond the High School shows an emphasis on higher education for adults with less consideration of non-college forms of adult education. This is due to the fact that higher education is well established and that adult education is not so well known. Sampling studies and area reports indicate that adult education is the most dynamic and rapidly growing segment of American education. The President's Committee, in studying this upsurge of interest, can perform its best service only if it gives the fullest consideration to non-college forms of post high school education. 85

Kempfer, Homer H. We Move in New Directions, In School Executive, 67 (May, 1948) 35-37.

After indicating the rapid growth of adult education in New York State since 1945, especially in public schools, the writer lists and discusses briefly the five essential characteristics of a good community program of adult education, citing various programs throughout the state as examples. A good community program (1) is comprehensive, serving all the learning needs of adults in the community; (2) integrates all educational forces in the community toward common ends; (3) involves adults in both intensive and extensive educational activities; (4) has a broad community base, with representation from all community agencies having educational objectives, and with leaders of many types and grades; (5) seeks continuously to develop feelings of community in the entire adult population. New social inventions and techniques will have to be found before the great majority of adults can be reached, but in a democracy, public education must not accept less. 86

Kidd, James Roby, ed. "Adult Education in Canada." Toronto: Canadian Association for Adult Education [1950]. 249pp.

An introduction to adult education in Canada, written by more than forty contributors, providing a background of ideas and working principles, an historical outline of developments, and a description of significant programmes and organizations. Section One, "Aims, Origin, and Development," contains "A Brief History of Adult Education in Canada," "Present Developments and Trends," and "A Working Philosophy for Canadian Adult Education." Section Two, "Organization," is made up of chapters on "The Canadian Association for Adult Education;" "Organization of Adult Education in the Provinces of Canada;" "Adult Education in Some Major Institutions," (The University, The Library, The School, Specialized Organizations); "Adult Education in Rural Areas;" and "Adult Education in Urban Centers, Including Business and Labour." Section Three, "Some Selected Programmes" describes: I--The "Uncommon Schools" (Frontier College, Banff School of Fine Arts, The School of Community Programmes--Camp Laquemac); II--Radio and Film (National Farm Radio Forum, National Citizens' Forum, The Documentary Film); III--Rural Programmes (The Antigonish Movement, Community Life Training Institute, Women's Institutes); IV--Programmes Developed During World War II (Adult Education in the Armed Services, Consumer Education and the Consumer Branch). Section Four contains a bibliography of Canadian writing on adult education, and a list of organizations concerned with adult education. 87

Kidd, James Roby, ed. "Adult Education in Canada." Toronto: Canadian Association for Adult Education [c1950]. A Working Philosophy for Canadian Adult Education, pp. 24-39.

A collection of statements from several sources each dealing with an important concept that is central to adult education, such as training for citizenship, adult education for everyone, importance of both group and individual goals, and importance of participation. The selections include a statement of goals prepared by a policy committee of the Canadian Association for Adult Education; "Unlocking Life to Free People," by M. M. Coady; " 'Leaders Who Can See Things Whole'--the Cultivated Individual," by Sir Robert Falconer; "Implications for Adult Education," by Gregory Vlastos; "Adult Education Demands Participation," by E. A. Corbett; "Some Conditions of Participation--The Role of 'Communications'," by John Grierson; "Participation Develops in the Study Group," by David Smith; and summary statements of goals of adult education by E. A. Corbett and M. M. Coady. 88

Kinney, Laurence F. Liberal Education in a Free Society, In Fund for Adult Education, "Liberal Adult Education." White Plains, N.Y.: F.A.E., 1956. Pp. 5-12.

Reflective thinking coupled with consequent action is required for a society to be free. There is need to keep active a process of reflective thinking because of man's tendency to fall out of harmony with his environment. This disharmony robs him of freedom. Man's relation to those around him tends to be exclusively utilitarian or superficial, leaving a sense of dissatisfaction. In his isolation he seeks to establish relationships on false bases such as domination or submission. Man tries to bend nature to his will rather than identifying himself with and participating in the common life and reality. Educational and moral values which spring from assumption of public responsibilities suffer from neglect in contemporary society. Because knowledge is so complex and precise thinking so technically demanding, it is assumed that experts must do our thinking for us. Thus the minds of men are submitted to the authority of other men. In seeking general understanding, although the limiting techniques of scientific method will not suffice, the same spirit of regard for facts, disciplined reflection, and willingness to learn from those with whom we differ, need to guide our inquiries. Two ways in which elemental thought supplements scientific analysis are in the apprehension of persons as such and in the grasp of wholes. The perspective given in comprehensive understanding is not the end of the matter. Neither discovery nor contemplation is man's ultimate purpose. His knowlege is achieved for the sake of intelligent and appreciative attitudes and action.

Adult education activities in communities provide the most promising and practical means for achieving such perspectives through three avenues: (1) by group study--discussion programs; (2) by stimulation of individuals to further study and reflection; (3) by participation in serious community activities. 89

Knowles, Malcolm S. Adult Education in the United States, In Adult Education, 5 (Winter, 1955) 67-76.

Discusses meanings of the term "adult education," and the forces that have made adult education a significant factor in modern social progress. Describes the development of adult education in the United States from early beginnings to World War I, and new forces in the modern era, which have pushed the adult education movement in new directions: Federal aid, national and local organization, foundation aid, state aid, and new knowledge and methods developed through research. The scope and quantity of adult education are indicated by estimates of the number of adults participating, and the number of persons providing educational opportunities for adults (administrators, supervisors, leaders, and teachers). A chart gives figures for estimated number of participants by agency in 1924, 1934, 1950 and 1955, and for number of full time and part time adult education workers by agency in 1955. 90

Knowles, Malcolm S. Charting the Course of Adult Education in America's Future, In Adult Leadership, 6 (October, 1957) 99-102, 118.

Article written to provide a "thought starter" for discussions at the 1957 Annual A. E. A. Conference. Discusses major challenges to adult education during its development in the United States; current status and trends; major trends in American society today and their implications for the future course of adult education. 91

Knowles, Malcolm S. The Coming of Age of Adult Education in America, In National Catholic Educational Association Bulletin, 54 (August, 1957) 376-378.

Traces early beginnings of adult education in the United States, which were lacking in direction and design, with many agencies and a diversity of programs; and the drive toward unity beginning by the end of World War I with formation of several organizations bringing together people doing adult education work in different institutional settings, such as the National University Extension Association, the American Library Association, and the National Education Association, and in 1926, the American Association for Adult Education, and in 1951 the Adult Education Association of the U.S.A. Trends that stand out as pointing the direction of the development of adult education in its mature years are: (1) It will continue to expand. Within our lifetime the education of adults will become accepted as being as normal as the education of children and youth is now. (2) It will become increasingly expert with growth of knowledge through research about the adult, his needs, and his learning process, which will make possible development of better methods and programs. There will also be more opportunities for advanced professional training for adult educators. (3) It will become better organized and integrated through more local and state councils and associations. (4) It will become increasingly attuned to the broad social needs of a changing civilization. There will be less concern with literacy, remedial and vocational education, and more concentration on advanced and liberal education. Adult education will become one of the most significant social movements of all time. 92

Knowles, Malcolm S. Direction-Finding Processes in the A.E.A., In Adult Education, 8 (Autumn, 1957) 37-54.

The second part of a working paper prepared by the A.E.A. Consultative Committee on Direction-Finding. (See also No. 95.) Past attempts of the Association at direction-finding are reviewed and described according to the type of process used:. (1) assessment of needs, (2) discussion of aims, (3) survey of information and attitudes, (4) identification of social trends and gearing A.E.A.'s program to them, (5) empirical testing of direction decisions by translation into operational policy and implementation in the areas of membership, program priorities, centralization versus decentralization, relationship with local and state organizations, relationship with foundations, relationship with other national organizations and the subgroupings within the A.E.A. 93

Knowles, Malcolm S. Highlights of Adult Education in the United States in 1955, In Adult Education (London), 28 (Spring, 1956) 313-315. Same: Food for Thought, 16 (February, 1956) 212-214. Same under title "Deeds and Words in Adult Education: The U.S. Scene," Adult Education, 6 (Spring, 1956) 179-180.

Lists major trends of adult education in the United States in 1955 as: (1) general expansion; (2) progress in professionalization of the field; (3) emphasis on relationship between adult education and community development; (4) liberal adult education the most rapidly expanding area in the field; (5) improvement in financing; (6) expansion in the number of people in non-educational organizations who began to perceive themselves as performing adult education roles. Other events of 1955 listed include operation of educational television stations, conferences, establishment of new departments of adult education in the U.S. Office of Education and in some state departments of education. Also listed are areas of research studies made in 1955. 94

Knowles, Malcolm S. An Overview and History of the Field, In Adult Education, 7 (Summer, 1957) 219-230.

Sub-titled "A Working Paper Prepared by the A.E.A. Consultative Committee on Direction Finding," written by Malcolm Knowles in consultation with C. O. Houle. Includes a brief history of national organization of adult education and a description of the groups and activities in the field at community, state and national levels. The question "Is there a field of adult education?" is considered. The characteristics of professionals and volunteers and their depth of commitment to adult education are analyzed. Estimates of the scope of participation in the field are reviewed for 1929, 1934, 1950 and 1955. Results are reported of surveys of A.E.A. membership in 1956 to determine occupational composition and major areas of interest and concern in adult education. Four areas of most interest are: human relations training, community development, adult counseling and guidance, and parent and family life education. 95

Knowles, Malcolm S. Philosophical Issues That Confront Adult Educators, In Adult Education, 7 (Summer, 1957) 234-240.

Three outstanding points of disagreement in the field of adult education are: (1) what ought to be taught, or sources of objectives for adult learning; (2) how adults should be taught; (3) the proper aims of adult education in a democratic society. Discusses various views as to sources of objectives, such as the self-perceived needs and interests of the learners, requirements of society, requirements of the local community, institutional goals of sponsoring organizations, and the more or less absolute body of knowledge and wisdom. The tension that these differences arouse are inhibiting to cooperative planning and action among adult educators. Differences over how adults should be taught are not great and arise more from lack of adequate data about adult learning than from ideological differences. The two opposing views as to aims of adult education, namely freedom of choice for the learner and the common aims of the adult education program, are reconcilable. For the field to deal adequately with these three basic issues, adult educators must train themselves out of the habit of defining positions in absolute and exclusive terms; develop an attitude that differences are acceptable and desirable; develop tolerance for the tensions that differences produce; and obtain more knowledge through research. 96

Lengrand, Paul. Culture, Society, and Adult Education, In Adult Education (London), 21 (December, 1948) 53-58.

The three elements of culture, life, and democracy are inseparably interwoven and when united can give meaning to the individual and collective life of man. The task of adult education is to make each individual aware of his own potentialities, to equip him with means of self-expression, and to assist the birth of a communal civilization where personality can flourish. Proper significance of adult education can be seen only if it is put in its cultural perspective. The communal civilization of today can grow only if education of the masses is full and complete. To rebuild the community of man is one of the most urgent cultural tasks. True culture can only be a popular culture common to the whole people with unity of aims, values, ideals, and sentiment. Two methods of rebuilding this unity of civilization are an authoritarian solution and a democratic solution. For a democratic solution, adult education should aim at shaping the individual's habits, guiding his responses, and equipping him with tools for his work. 97

Lindeman, Eduard C. Adult Education and the Democratic Discipline, In Adult Education Journal, 6 (July, 1947) 112-115.

In order to furnish citizens with material which will help dispel confusions and keep them in a participant mood in regard to public issues, adult education should: (1) acquaint people with the nature of international, national and regional trends; (2) aid people in understanding nature of social movements of their time; (3) assist in discovering the moral factors involved in public issues; (4) reveal to people the nature of democratic disciplines which describe thought and conduct of persons living within a democratic culture. Democratic disciplines which should form the code of behavior for a citizen in a democracy are: (1) discipline of diversity, (2) discipline of the partial functioning of ideals, (3) discipline of avoiding false antitheses, (4) discipline of compatibility between ends and means, (5) discipline of institutional correlation, (6) discipline of social and economic planning, (7) discipline of "living with" contrary decisions, (8) discipline of humor. 98

Locke, Alain L. Areas of Extension and Improvement of Adult Education Among Negroes, In Journal of Negro Education, 14 (Summer, 1945) 453-459.

Adult educative effort must be systematic, standardized and expertly administered to be entitled to be called "education." Two disadvantages of present Negro adult education are inadequate and inequitably segregated participation in public programs, and compensatory programs which are amateurish and propagandist. These negative factors provide criteria by which all adult education programs must be judged from the Negro's group position and point of view. All special and separate programs need to be absorbed into general programs of mass education, not only in the interest of integration of the Negro clientele, but for all members of a truly democratic society. Adoption of interracial or common interest group work in various adult education fields as a basic goal and working principle is the most constructive prospect of improvement in respect to adult education for Negroes and other minorities. There is prospect of progress in projects under private auspices because they are unimpeded by restrictive legislation. In public adult education, prospects for improvement are: (1) standardization of racially inequitable public school facilities through legal decisions which will include pro-rata expenditures of public school tax monies in which adult education programs will share; (2) extensive Federal aid to all forms and levels of public education in economically disadvantaged states, which is likely to bring legal pressures for equitable distribution and more progressive and standardized programs; (3) the impending program of compulsory citizenship training, which, if properly used, can be a crucial turning point in basic educational policy and practice. Many programs of Negro voluntary organizations are interracial, but often their approach and motivating values are too narrow and racially provincial to be democratic. The cause of minority rights is tending to be absorbed in mixed group organizations with common interest objectives, such as the Civil Liberties Union and the Committee to Abolish the Poll Tax. Such organizations have public education programs, and they educate by actual experience in democratic relations. The tide of educational segregation is ebbing. 99

Locke, Alain L. Education for Adulthood, In Adult Education Journal, 6 (July, 1947) 104-111.

The essential, commonly accepted aim of adult education is the democratic widening of all sorts of educative opportunities and experiences for more and more people over greater areas not only of knowledge and skills but for effective self knowledge and understanding. Some challenging implications of this basic idea are examined. There is a need to revitalize and integrate the several adult education programs by focusing them on a common objective of the adult education effort, education for social and cultural adulthood. To achieve this, adult educators must work out a mature and more explicit philosophy. While it is hoped that indirect and internal pressures will be the main sources of a more integrated program, it is realistic to take note of external pressures such as support from public funds, further professionalization of the adult educator, and international collaboration both within and without channels of UNESCO. Group education for social, intercultural and international understanding looms as the paramount problem and concern of the educator. The adult educator's responsibility is the task of making people adult in their reactions and attitudes. Consideration of adult education in terms of the community as a whole, wider and more educative use of mass media, and new emphases on education for democratic and world citizenship have close relevance to these new assumptions of social responsibility. Social and cultural illiteracy in the complex, modern world is dangerous. Adult educators must accept responsibility for an adult society. 100

Loosley, Elizabeth. Current Trends in Canadian Adult Education, In Adult Education (London), 28 (Spring, 1956) 321-327. Same under title "Highlights of Adult Education: Canada," Food for Thought, 16 (February, 1956) 222-226. Same under title "Deeds and Words in Adult Education: The Canadian Scene," Adult Education, 6 (Spring, 1956) 172-178.

Adult education in Canada reflects social changes.

Population growth has laid strong emphasis on education for citizenship. Current interest in "human relations" and the "group process" results from urbanization. Increased leisure and high standards of living undergird the increasing concern of informal education with the arts and humanities. Business feels the need to educate its employees and the public as to its procedures and products. Trade unionism educates its members for responsibility within the movement. Business is concerned with humanistic and rounded education for executives as well as with human relations in industry. Within trade unions there is also a groping toward more comprehensive and liberal education. Rural programs are adopting principles of the group process, with growing interest in folk and rural night schools. Community development is a new concept employing methods of fundamental education in problems of contemporary culture. The Canadian Association for Adult Education has the task of coordinating changing patterns of adult education throughout Canada. Adult education in Canada is based upon the fundamental concept of adult education as individual development which liberates the human spirit. 101

Lotze, Heiner. Adult Education as a Public Duty, In Adult Education (London), 20 (September, 1947) 10-16.

Adult educationists share the opinion that their work is especially important for a particular age group (20-30) because of their susceptibility to learning, and for a particular social group, the manual workers, because of their important role in economic, political, and social life. There is need to educate adults for active cooperation in public life, for understanding, and a sense of responsibility. Adult education must free itself of its academic past and select and present material suited to its task. Rather than split up life into compartments of subject matter, it should take cross sections of several compartments and make human problems the objects of study. Interdisciplinary subjects should be selected from social, cultural, and natural sciences which will serve as a central core for adult education schools. If manual workers and young people are not among the participants, it is a result of mistaken selection and presentation of subject matter. 102

Maaske, Roben J. Needs in Adult Education Today, In School and Society, 69 (January 1, 1949) 9-11.

Areas of interest upon which the educational program for adults needs to focus attention are listed and discussed briefly: (1) education for world citizenship; (2) preparation for social change; (3) education for technological change; (4) education for creative diversions; (5) better education for special groups; (6) education for family living. Needs in organizing for effective adult education programs are summarized as: (1) more directors of adult education in state education departments; (2) more funds to enable extension divisions of universities and colleges to offer broader programs; (3) training and awareness of how to proceed in organizing community programs in adult education on the part of superintendents of schools; (4) better preparation of supervisors, leaders and teachers of adult classes, discussion groups and other types of adult learning opportunities. 103

McGhee, Paul A. Adult Education and Community Action, In Adult Education, 6 (Winter, 1956) 67-81.

Attempts to answer recent attacks on university-sponsored, non-credit adult courses by both Robert Hutchins and proponents of community development. Reviewing Hutchins' contention that colleges restrict themselves to intellectual training of those qualified for such education through study of the Great Ideas, the writer suggests that the adult student must, on the contrary, be accepted where he is, and the college should respond to whatever special interest he has "if it falls within subject matter areas appropriate to a college or university." The community development approach to adult education is insufficient because "the meaning of life is not to be found in a desperate concentration on the outward forms of living with other people." Discusses the difficulty of an urban university to define its community and to determine how best to serve it. He concludes: "We shall become less effective and less trusted if instead of analyzing and clarifying issues as dispassionately as we can, we become a party to them." 104

McGhee, Paul A. Liberal Education for Adults: Some Problems in Marketing, In Fund for Adult Education, "Liberal Adult Education." White Plains, N.Y.: F.A.E., 1956. Pp. 29-51.

Liberal education for adults is referred to as a product which is to be merchandised and marketed. Statistics on numbers of adults attending school are impressive, but the percentage who have a genuine, serious-minded, and sustained experience of liberal education of an organized character is discouragingly small. There are several adult education "publics": the mass to whom the ultimate appeal must be made in a democratic society and who are essentially non-involved; the mildly concerned and mildly involved; those who appear heavily involved but are motivated by self-interest or corporate direction; a large group of people who actively seek intellectual experience; and finally the searchers or leaders. We should think in terms of our different publics and what our message should be to each. To reach the mass of the non-involved we should operate on the "begin-with-them-where-they-are" theory and provide good teachers so that students will learn the excitement of learning. The most effective influencing of public opinion must take place through teachers and leaders in adult education. An examination of the leadership of the field and of attitudes and motives of all who work in the field is of greatest importance. The writer discusses the status, roles and attitudes of the college president, the dean of the evening college or director of the program of liberal education for adults, members of the advisory board, the professional teacher and the lay leader. Close contact with and sensitivity to the community are needed. Provision of other types of adult courses can be first steps toward liberal education as well as a financial necessity. Our merchandising efforts often fail because we are not professionals in marketing, and lack funds to employ them. Some unsolved problems related to cultivation of public response to programs of liberal education are: (1) to find the time and means by which teachers of "bread and butter" and semi-professional courses can be brought to see that their purpose is a step in the education of whole men; (2) to provide proper counseling of adults; (3) to give adult students a sense of belonging and proprietorship in a community of adult students. 105

McGhee, Paul A. Merchandising Adult Education, In Adult Education, 5 (Spring, 1955) 146-152.

Examines the reasons why adult educators resist the thought of "selling" adult education as a product. To sell the concept of continuing education and its content they should adopt merchandising techniques of getting the attention of potential consumers while guarding against the 'merchandising orientation.' Consumers should especially include teachers, professors, librarians and community leaders who in turn can help to sell the concept and unaffiliated individuals who rarely participate in group activity. Adult education competes with other merchandisers for people's time, not essentially their dollars, so that adult educators' merchandising aims can be achieved by working through and in collaboration with other merchandisers, as in the area of mass media. 106

McGlothlin, William J. A Basic Confusion, In Adult Education, 3 (February, 1953) 98.

Adult education still has a basic confusion between a belief that people can determine what is good for them and a belief that educators know what is good for them. This latter position developed because adult education activities often grew out of institutions which are primarily responsible for the education of youth in which this is the prevailing assumption. Adult educators who believe that people are the best judges of their own problems and can best determine how to deal with them must be ready to organize, aid and uphold, but not direct, the educational activities of those with whom they work. These skills in dealing with people who are their own masters are not considered academically respectable but are indicative of a willingness to live democracy even in education. Adult educators must hold fast to this belief in people rather than to a belief in what is good for people. 107

McHugh, Vincent. Toward a Theory of Approach in Adult Education, In Adult Education, 1 (June, 1951) 171-176.

There is a diversity and fecundity of techniques in use in adult education which may be valuable not only for immediate adaptability but also for possibilities in experimental discovery. A common factor in all teaching situations encountered in adult education is that all derive their conventions in some measure from larger social patterns outside the classroom and look toward goals beyond the classroom. Thus, adult education is a phase in the continuous current of adult life, and should be approached in terms of major social attitudes rather than the specialized attitudes of the pedagogic tradition. The question of technique goes straight to the question of what the teacher is trying to do and what the student wants. Like other fruitful group experiences, adult education is developed and controlled by participants; it should produce certain objective results; it proceeds by the interaction of personalities; and it brings about changes in each personality involved. This governing concept can be applied as an orientation and a positive technique. The most workable techniques in adult education will tend to be derived from

(1) the socially analogous or related situation with which the student is familiar, and (2) the professional situations implicit in the subject matter itself. The professional person would move from working to teaching with little change in professional attitudes. Because of his sense of this continuity he would create the psychological atmosphere of his profession in the classroom. Thus learning may escape the disadvantage of a separate process and become an apprenticeship in the profession itself. 108

MacLean, Malcolm S. Challenges in Adult Education, In Adult Education Bulletin, 11 (February, 1947) 69-76.

Traces the early development of adult education and the great stimulus and developments of the World War II period and early post-war years, and discusses the challenges ahead. These challenges are: (1) international organization for peace; (2) intercultural relationships; (3) character education; (4) adjustment in home and family affairs; (5) adult education for leisure for enjoyment and growth. The great pressures and changes of society challenge adult education to expand its thinking, step up its planning, and widen and intensify its activities to meet the challenges of the present and future. 109

Maud, Sir John. The Significance of Adult Education, In UNESCO, "Adult Education, Current Trends and Practices." Problems in Education, 2 Paris: UNESCO, 1949. Pp. 17-26. Same condensed: Food for Thought, 11 (March, 1951) 21-25.

The significance of adult education is that it can free people from insignificance, from the sense of being powerless, and from the sense of being lonely. The need which adult education must meet today is the need to find significance in work, to find significant and creative possibilities in leisure time, and to know how political responsibilities as citizens of one's country and of the world can be discharged. Some principles necessary to accomplish this are: (1) Adult educators must have an adequate philosophy of life. (2) The student in adult education must be sovereign. (3) Adult education is an end in itself. (4) The instrument through which adult education can best be pursued is the small group. (5) The various groups must cooperate with each other. (6) Cooperative relationship must exist between groups of different nations so that adult education will become a world movement. Adult education can become a world wide movement through national adult education organizations, international conferences, use of mass media, and the work of UNESCO. 110

Melby, Ernest O. World Understanding--the Community's Job, In Adult Education Journal, 7 (July, 1948) 121-126.
Education has not been a panacea for the problems of the world. Democracy cannot be made to work without a different kind of education than that provided in the past. One reason for past failure lies in too narrow a conception of democratic values. We have not given enough attention to democracy's economic, social, and human relations aspects. A thorough program in the meaning of democracy is needed from kindergarten through college and adult life. We have also failed to give the average citizen abiding faith in freedom because of overemphasis on organizational forms and machinery. The foundation of successful democracy is a successful working local community. Education must have a larger content in the area of community organization, leadership and participation. Past failures in education have been due in considerable degree to excessive verbal efforts with a lack of vitality of real life situations. The Montana Study is cited as an illustration of community examination of its educational problems and working out their solution. In placing attention on the realities of community life we overcome the verbal character of education and also emphasis on method, machinery, and form. Through a total program of community development a vital education can be developed for the recapture of faith in the common man and democratic processes. 111

Miller, Harry L. What's Your Line? In Adult Leadership, 6 (September, 1957) 69-72, 85, 89.
The diversity of the field of adult education makes it difficult to define the work of adult educator. The significant kinds of specializations in the field and the tasks of the adult educator are discussed. The field can be divided by type of institution, subject matter, or more meaningfully, in terms of Houle's pyramid with lay leaders at the base, professionals who combine adult education functions with other duties in the middle, and professionals whose primary concern is in adult education at the top. Describes changing social forces which have shaped education in the United States and concludes that "adult education has tended to respond, much more than traditional forms of education, to the major thrusts of the society." Adult education is characterized as "a sort of

trade school for the skills needed to adjust to social roles." To guard against pressuring people to adjust to basically unstable roles or to encourage conformity, all adult educators have an additional common task--liberal education. More liberal studies should be offered. Vocational or role education should be liberalized. Teaching methods should lead learners beyond the specific skills involved in learning roles by showing connections to underlying principles in the field or other fields, examining personal and social consequences of a role, and expanding the meaning of the role to include aesthetic, moral and social implications. 112

Mills, C. Wright. "Mass Society and Liberal Education." Notes and Essays on Education for Adults, No. 9. Chicago: Center for the Study of Liberal Education for Adults, 1954. 17 pp.

Discusses the transformation of a community of publics into a mass society and its concomitant psychological and political problems. Sets forth four dimensions necessary for distinguishing between public and mass: (1) the ratio of givers of opinion to its receivers, (2) the organization of communication which determines the possibility of answering back an opinion without reprisal, (3) the ease with which opinion is effective in shaping important decisions, (4) the degree to which instituted authority infiltrates the public with sanctions and controls. In a community of publics, discussion is the ascendant mode of communication, and mass media link one primary public with the discussions of another. In a mass society, communication is dominated by the formal media, and the publics become media markets. Major trends transforming the public into mass are delineated. The task of the liberal college for adults is "to help produce the disciplined and informed mind that cannot be overwhelmed," "to turn personal troubles and concerns into social issues and rationally open problems" and to fight the forces which are destroying genuine publics. 113

Morris, C. R. The Aims and Content of Adult Education, In Adult Education (London), 18 (December, 1945) 85-92.

The writer recognizes the values of technical education for general educational purposes, but in discussing aims and content of adult education, he speaks of adult education in the academic sense. British universities have a tradition of scholarly learning, much of which has carried over to adult education. Adult education has managed to bring academic learning to a much greater number of people and in some ways in a much better way. Many subjects can be studied profitably only by adult minds. Adult students have reached the stage where what they want is not to be instructed, but to see the subject studied and to join in the study themselves, and adult educational techniques have developed accordingly. Four points are made concerning adult education: (1) General discussion is fundamental, but an immense amount can be done by a professional student to set the atmosphere and tone. (2) Adult education does not consist exclusively of very advanced classes in liberal studies. (3) Steadiness and solidarity of public opinion is due to the large number of people accustomed to thinking. The widest opportunities possible should be given for study of subjects that can be studied only by mature people. (4) Adult education is valuable because it can bring everybody at some stage of his life to the common study of eternal verities. This kind of education can be enjoyed by many mature people who cannot live the life of the full-time student and scholar. 114

Morris, C.R. Is Adult Education a Luxury? In Adult Education (London), 24 (Spring, 1952) 247-251.

The greatest value of earlier education is that it builds up for the education that can come only in maturity. While learning may be acquired by self study, perceptiveness is enhanced and good judgment is formed and nourished by discussion with others. The question may be asked whether the understanding and enjoyment resulting from liberal adult education are not too costly to the community. Training in technical skills can be more easily defended in terms of utility. Maintenance of the life of the community demands judgment in human affairs, and it is with human subjects that liberal adult education is concerned. The British have a reputation for good judgment politically. They also have a high reputation for adult education. There can well be a connection between the two. 115

Mumma, Richard A. Trends in Adult Education Offerings in Region II. See No. 384. 116

Nietz, John A. Expand Adult Education, In American School Board Journal, 114 (March, 1947) 23-25.

It has been estimated that approximately half the adult population in the United States has a general reading ability insufficient to provide a sound basis for independent thinking on important matters. Psychological studies have determined that adults can and do learn. What adults should learn should be determined in terms of the learner, although he may not know what he ought to learn. This problem may best be resolved by determining his purposes for learning: (1) to learn certain basic things which he failed or neglected to learn when he was a child; (2) to learn things for which a particular need has arisen, not foreseen during formal schooling, usually of a vocational or professional nature; (3) to learn those things which deepen and enrich his understanding and appreciation of what he has learned; (4) to learn those things which will help him meet the diverse problems of life other than vocational or cultural. These types of adult education should be offered both formally and informally and by many diverse agencies. Consideration should also be given to methods and techniques most suitable to adult learning. Surveys have determined that a large number of adults want to learn. The problem is to provide proper opportunities for learning. As long as educational programs are to be based on meeting needs, programs of adult education cannot be neglected. 117

Peers, Robert. The Future of Adult Education, In Adult Education (London), 25 (Autumn, 1952) 87-95.

Discusses purposes which adult education served in the past, the complexity of social organization of present day society, and implications for education in general and adult education in particular. Among these implications are the needs for adult education of specialists, of the aging, and for increased leisure. In the analysis of present day needs and possibilities, adult education cannot be conceived of in terms of limited objectives, either in relation to sections of society or subjects. Methods must be as diverse as material and objectives. 118

Peers, Robert. The Meaning of Adult Education, In Adult Leadership, 2 (April, 1954) 2-3, 32-33.

In examining the question of whether academic studies can be effective for social purposes, the writer considers social conditions in the light of which the place and purpose of adult education should be defined. Implications of these conditions for society and adult education are discussed. Adult education's character, purpose, standards, and ability to perform tasks proper for it must depend upon education of the individual at earlier stages which must be strengthened. Circumstances demanding more specialized training also make more urgent the need for general, liberal education which aims at development of qualities upon which democracy depends. Principles which should govern and inspire adult education are: (1) It should be the kind of education appropriate to the stage of life in which the individual is released from preparation for earning a living and is ready to assume responsibilities and privileges of a fuller citizenship. (2) It should be concerned primarily with studies relevant to interests of men and women as human beings and with responsibilities as democratic citizens and with skills for making creative use of leisure. (3) Organization and method of adult education must be suited to needs and characteristics of mature persons. (4) The relation between teacher and student should be one of active sharing in the whole educational process. (5) Adult education must be completely free from propaganda or censorship. (6) Adult education must be of the highest quality if it is to achieve its ends. Emphasis should be on quality rather than arbitrary standards. Critics of this conception of adult education argue that adult education should aim at influencing behavior rather than at accumulating knowledge. But action not based on knowledge can be dangerous. The argument that liberal studies do not change behavior is a generalization from the wrong kind of academic studies for adults. Assuming that liberal education produces better persons, it also produces better communities. The shift in emphasis from knowledge to action brings the danger that adult education may take the form of propaganda in the interest of particular doctrines or kinds of social action. Mere propaganda without freedom of critical discussion must induce a passive and indiscriminating habit of acceptance destructive to the ideal of democracy. 119

Pell, Orlie A. H. Social Philosophy at the Grass Roots, In Adult Education, 2 (April, 1952) 123-134.

A report of the work of the Adult Education Association's Committee on Social Philosophy "to re-define the function of the new organization with regard to continuing interpretation of the social scene in the light of its effects on the educational needs of adults." The Committee prepared a statement of seven "Principles Which Should Guide the American Adult Education Movement" and seven opposing social philosophical value judgments which was circulated among one hundred fifty adult educators. These representatives were asked to present the statement to small groups for discussion. Eduard Lindeman, summarizes and discusses the principal general areas of criticism by the groups. Principles formulated by the Committee include: (1) The focus of adult education is the local community. (2) Citizenship requires realization that one lives in an expanding environment and local problems must be viewed in regional, national and world perspective. (3) Adult education must conform with the ideological traditions and aspirations and traditions of the society of which it is a function, i.e., democratic goals and methods. (4) Adult education should be guided by the truth-seeking disciplines of scientific method. (5) "Social action on behalf of reasoned social change is the functional raison d'etre of a modern adult education movement." (6) Each step in directed social change should be accompanied by a rigorous examination of its ethical meaning. (7) Adult education, although "based upon social goals and utilizing social methods, is founded upon the belief in the individual as the ultimate seat of responsibility, integrity and worth." An appendix to this report was prepared by the Committee of Social Philosophy of the Springfield (Mass.) Adult Education Council. Included is a statement of the persistent needs of self, family and community, nation and world; of values--enhancement of self, developing good human relations, increasing sensitiveness to larger realities; and of principles of the organization of adult education, the role and orientation of adult teachers, use of mass media and evaluation in the field. 120

Powell, John W. Adult Education: American Plan, In Adult Education Journal, 8 (July, 1949) 169-175.

The picture of adult education in the United States is one of diversity, having many programs and agencies, with no established institutional pattern, no accepted curriculum, and no professional body of leaders. Yet its very diversity is an expression of affirmative principles underlying American institutions. The writer offers five clues to these principles as they concern the character of education in this country and explains each: (1) The method of liberty is to offer the widest available variety of options and let the people choose. (2) Dynamic differences--of background, experience, opinion, valuation, aim--furnish both the occasion and the content of educational activity. (3) The individual adult is an active complex of functions, interests, aims, memberships and relationships, and is uniquely defined by his own combination and patterning of these elements which he shares with others. (4) The master function of education shall be to increase people's power to make intelligent choices; but education itself is non-partisan. (5) Education consists of experiences in activity-situations shared with others, leading to increase in individual skills and resources and to growth in awareness of one's relatedness with other people. 121

Powell, John W. "Education for Maturity; an Empirical Essay on Adult Group Study." New York: Hermitage House [c1949]. 242 pp.

The writer's thesis is: "...education now has a method and a vehicle for providing experiences, on an adult level, which can be implemented and controlled for the promotion of maturity, and which can sustain itself by the enjoyment and rewards which men and women find implicit in it. This vehicle is group study based on a book curriculum under leadership oriented to major questions of common concern." Part One discusses "The Meaning of Maturity," in ten chapters. Part Two discusses the nature of the group process. Part Three describes two enterprises of which the writer served as director, The School of Social Studies, established in San Francisco in 1933, and The Group Reading Program of the Public Library, Washington, D.C., begun in 1945, with chapters on methods; use of books; role of the leader; use of materials other than books such as films, forums, field studies, and radio; "Questions--and Some Answers;" "Group Reading as a Library Service." Part Four consists of four appendices: "Some Tested Sequences;" "Books for Group Reading;" "Index of Books Used in Groups, 1933-48;" "A Tool for UNESCO." 122

Powell, John W. "Learning Comes of Age." New York: Association Press [c1956]. 235 pp.

A "general survey of the present state and future prospects of adult education." Part I, "Aims of Adult Learning," "Introduces the Reader, the Author and the Theme," "Looks at the Growth in Adult Learning Activities," "Suggest Some Major Areas of Adult Concern." Part II, "Agencies of Adult Learning," "Discusses the Principal Agencies of Adult Learning," "Discusses Associations and Councils," and "Denies that the Present Patterns are Adequate." Part III, "Areas of Adult Learning," discusses education for citizenship, education for family life, the relation of education and the job, education for the enrichment of living, and education for self-understanding. Part IV, "Toward a Structure for Adult Education," "Suggests Some Institutional Patterns," "Proposes a Profession," and "Discusses Financing of Adult Education." Part V, "Toward a Philosophy of Adult Education," "Derives the Values of the Educator." 123

Powell, John W. Toward a Philosophy of Adult Education, In Adult Leadership, 5 (November, 1956) 133-134.
This essay is the final chapter of the book "Learning Comes of Age." New York: Association Press, 1956. Because individuals come to maturity of function only in a social context, an absolute requirement for society is communication. The range of inclusion of concern which the individual makes his own is one measure of the maturity that education seeks. The "ultimate fulcrum on which all the leverage of education rests is the communication within the individual." Education must oppose everything which impairs communication--irrational compensation, lying, prejudice, ignorance, anger, fear, partiality, behavior which contradicts precept, barriers to community integration--and seek to assist learners constructively to change their behavior in the opposite direction. Thus the values of adult education are not just asserted but are implicit in the task of serving society through communication. A more reasonable community for adult learners must be made by them by widening the common circle of shared communication; the adult educator is committed to democracy as a social method. Because it is valuable for adults to learn within a context of intimate response and to become sensitive to the quality of their own intimate responses to each other, the adult educator emphasizes group processes as the matrix within which adult learning can take place most effectively. 124

Reller, Theodore L. Adult Education in a Democratic Society, In Educational Outlook, 29 (January, 1955) 49-54.
Despite the social need for an advance in adult education, progress seems to be slow, possibly as a result of lack of understanding and vision. In considering this problem, the writer gives attention to democratic society and adult education; goals of education and their attainment; peculiar relevance of adult education to the goals; and brief consideration of a selected group of problems or issues. Adult education has a large role in helping to clarify the meaning of democracy and in determining results of various applications of its basic principles. A

high level of adult education should insure an increasing achievement of democracy. The goals of education are to produce free men, able to judge and plan so that they can truly govern themselves, and men universal in their motives and sympathies. Among adult education's special attributes or opportunities to contribute to or enhance these aims are the following: (1) further attainments begun in formal schooling; (2) open up new areas which have gone largely undeveloped; (3) consider matters which have developed since elementary or secondary school attendance; (4) stimulate higher achievement because of greater maturity of students; (5) contribute to attainment of essential critical powers because of greater willingness of society to permit adults to pursue truth more objectively; (6) more readily see action as a fundamental aspect of the educational process; (7) have to respond less to immediate economic demands and therefore give more attention to experiences which contribute most to the freeing of men. Public understanding of the significance of adult education, the concern and involvement of professional educators, clarification of aims, program coordination, commitment of more resources, and development and use of more effective forms of adult education are some of the keys to needed progress in the field. 125

Rowley, C. D. Ends and Means--an Australian View, In Adult Education (London), 24 (Spring, 1952) 277-283.

There is a difference between educational policy and practice, and even non-technical courses planned to promote general culture may result chiefly in more highly trained recruits for processes of production. Educational experience is a process through which individuals grow into harmony with the community and environment. It is a task of adult education to attempt to arrest the social disintegration of industrial society. It can promote cooperative and constructive activities with direct appeal to all levels of ability and attainment. In addition to equality of competitive opportunities, there is need in the field of adult education for extension, proliferation, and integration of cultural opportunities. There is lack of demand for what adult education organizations have to offer, little research, and no training facilities for adult education workers. There have been proposals for organization of general and cultural activities, new publications for adult education purposes and new adult education organizations. But the scale of present activities is too insignificant. Subsidies to cultural education activities are needed. Certain difficulties arise if this principle is accepted. First, there cannot be provision for activities until there is demand for them. If need for cultural education exists, the problem is to get people to demand what they need. The second difficulty is in the limitation of central government action. Local authorities should be given responsibility for promotion of general educational and cultural activities, with subsidies from governments for approved activities. Collateral expenditures would have to provide for research and training of personnel. In these two functions universities could make their greatest contribution to adult education work. 126

Royall, Norman N., Jr. Adult Education's Major Premise, In Adult Education, 4 (February, 1954) 94-100.
Defines adult education as "a type of communication within the open society whose proximate objective is the creation of sub-communities within that society, these sub-communities being created for the continuous solution of essentially unpredictable problems which arise in the open society. The ultimate objective of adult education is the transformation of the entire open society itself into the pattern of a great university." Differentiates between open and closed societies, discusses the relationship of communication and community, the time binding process, and "Building Cooperative Intelligence for the Open Society." 127

Ruthven, Alexander G. The Role of the College in Adult Education. See No. 593. 128

Schwertman, John B. Adult Education: Means or End, In Adult Education, (Autumn, 1954) 37-41.
Agencies of adult education are usually parts of a heterogeneous group of social institutions which have other major activities and purposes. The agencies having the most successful adult education programs are those most committed to partisan, specialized or utilitarian ends however socially desirable those ends may be. There is an inverse relationship between program success and education, "culture" and arts for their own sake. Adult education programs may be placed on a three point continuum: (1) the highly partisan or utilitarian programs, limited in the organizational clientele appealed to, with evaluation in terms of contribution to the institution's own group and its specific goals; (2) programs committed to broad social goals, appealing to broader clientele and with evaluation

in terms of the public interest; (3) the "art for art's sake" programs with aims generally synonymous with those of liberal education. Adult education should direct its efforts at helping make the ideal of an open society a reality. To create such a movement adult education agencies must permit and encourage study and discussion subjecting organizational goals and institutionalized norms to constant rational inquiry, and the public must support liberal education programs. The Adult Education Association should act as a practical service agency for adult educators, social agencies and voluntary organizations; should provide the means of posing crucial questions, research findings and ideas; and should provide a national forum for conflicting aims and philosophies. 129

Schwertman, John B. The Need for Theory in Adult Education, In School and Society, 77 (June 27, 1953) 405-408.

Adult education in the minds of most college and university people is divided into three parts: (1) The aspect providing academic programs leading to college degrees. These programs are held to be the proper concern of universities, and it is believed they should have the same objectives, content, methods and standards as day programs for full-time students. (2) The aspect which provides non-credit short courses, lecture series, institutes, etc., which most academic people feel concern the university only to some extent. University extension and certificate programs also fall into this category. (3) The aspect which is generally held not to be the concern of the university, including what is done by public schools, adult education councils, Y.M.C.A.'s and other non-collegiate agencies. Since at least some adult education programs connected with institutions of higher learning should be something more than day school at night, adult education needs to develop some theory of its own. The main obstacle to better adult education is the lack of an appropriate way of looking at it. The aspect of adult education connected with higher education is in a frame of reference which is, at least in part, inappropriate for adult education. Learning principles and practices more appropriate for adults will emerge only when adult education develops a reason for its existence, a theory of its own to discover what it really is. 130

Sharer, Robert E. Community's Program of Continuing Education, In Adult Education, (January, 1953) 59-62.

Lists and discusses ten essential characteristics which constitute the minimum structure for a community program of adult education: (1) a foundational philosophy; (2) educationally sound approaches; (3) provision for the discovery and training of effective leadership; (4) clarification of legal authority to provide for assumption of roles in adult education by public agencies; (5) adequate financial support; (6) recognition of the fact that continuing education is characterized by a constantly expanding scope of program and by a continually changing content; (7) concern with the continuous improvement of the quality of the program; (8) a sound administrative structure; (9) provision for continuous evaluation; (10) provision for research. 131

Sheats, Paul H. Luncheon Address at Founding Assembly, In Adult Education, 1 (August, 1951) 212-215.

Guidelines evolved in discussions of the Assembly, to which the A. E. A. should hold in the years ahead are: (1) The community approach in adult education. Vitality of the American system depends on the quantity and quality of citizen participation in the cooperative effort of community life. (2) Willingness to stand for things that preserve and extend the free society in which adult education alone may continue to serve as an instrument for social advance. (3) Engaging in and applying findings of research and evaluative studies to basic problems of communication as they affect both content and methodological aspects of adult education. (4) Establishing priorities among the many tasks of adult education. One which should be near or at the top of the list is equipping people with knowledge and skills needed for effective citizen participation in world affairs. 132

Sheats, Paul H. A Middle Way in Adult Education, In Adult Education, 7 (Summer, 1957) 231-233.

Suggests a continuum upon which to analyze "the focal issue of adult education today." At opposing ends of the continuum are those who perceive adult education's primary role as that of facilitating individual learning, growth and development, and those primarily concerned with the responsibility of adult education for strengthening society and the solution of group problems and who see the individual's cultural development as a by-product of his participation in the group life of the community. A middle way philosophy may be based upon the following questions: "(1) Are we working collaboratively with those whom we hope to influence as staff members, as learners, as academic colleagues? (2) Are the experiences which we are providing to our staff and in our classes and conferences genuinely educational for the participants? (3) Are we maintaining an experimental attitude toward our work? (4) In the discharge of our daily tasks are we 'self-centered' in our approach or do we use work settings to satisfy personal needs for power and prestige? (5) Are we conducting ourselves in all that we do, so as to recognize continually the sacredness of human personality and the right of the individual to areas of privacy which even the educator shall not invade?" 133

Sillars, Robertson. An Approach to Adult Education, In Adult Education, 7 (Summer, 1957) 240-244.

States briefly the opposing positions of the Traditionalist and the Modernist on five issues: content versus method, action versus ideas, social science versus humanities, teacher-directed versus collaboratively directed education, individual improvement versus social improvement. On the basis of the position that the central responsibility of the educator is to enable individuals to formulate and pursue their own goals for personal development and social policy, the writer outlines three tasks of adult education: (1) to examine programs of communication in various sectors of adult population as to purposes, contents, methods, and effects; (2) to examine social structures and processes, group and class relationships, and challenges confronting individuals at various points in the life cycle; (3) to experiment with methods of program planning, promotion, operation and evaluation. In conclusion the author states a position on each of the five issues dividing the Traditionalist and Modernist which is consistent with the approach taken in this paper. 134

Sillars, Robertson. Are the 'Great Books' the Answer? In Food for Thought, 8 (December, 1947) 14-18.

Although the Great Books Program has value and is a worthwhile undertaking, it is not the best or only way to educate adults. The writer suggests that a more promising alternative for acquiring principles for evaluation and action is a problem-centered rather than a book-centered orientation, dealing with present day challenges of real life. The kind of books needed and motives for reading them will be determined by the nature of the problems faced and the level on which we are in a position to deal with them. 135

Smith, David. The End of Adult Education, To Learn 'To Live in Fellowship,' In Food for Thought, 11 (April, 1951) 10-13.

Attributes of educated men or men of character all describe the way these men relate themselves to others. It is easier to gather and impart information, make and carry out decisions in the study group approach because relations between members are good, communication is effective, decisions include everyone and are therefore carried out. Whatever an adult's interest or concern, the pursuit of it is carried out in association with other people. The role of the adult educator is to help citizens relate to one another with optimum effectiveness as they carry out their purposes. The specific responsibility of the adult educator is for the learning of attitudes of responsibility, reliability, tolerance, understanding and cooperation. 136

Smith, Russell F. W. Education for a Lifetime, In Journal of Educational Sociology, 30 (January, 1957) 216-220.

Two kinds of specialized training for retirement can be distinguished, each of which leaves the main job undone: (1) Post-retirement training. Activity programs and adult schooling will always have a useful place in work with people after retirement, despite the fact that they come too late to be thoroughly effective. The closer post-retirement training can come to being unsegregated adult education, whether vocationally or culturally oriented, the more satisfactory it will be. (2) Pre-retirement training. Specialized training in preparation for retirement will always continue to have real value. An increasing number of agencies are undertaking such training. There is much room for improvement in these programs. The important factor is necessity for preparation for retirement to begin early. The only preventive measure for unhappiness after retirement is not specialized training, but education aimed at life-long activity of a kind that is rewarding in itself and which, if necessary, can become self-supporting. General education has an enormously important role in preparing people for retirement. It provides adults an opportunity to consider whether and how they can prolong their careers and life interests, and provides chances to experiment with and develop secondary interests and careers. Most important, it can provide "a continuing acquaintance with the world of ideas, with literature, art, music and...philosophy that are in the last analysis the only real preparation for life, for retirement, and for death." 137

Some Trends in Adult Education; a Symposium, In Adult Education, 2 (September, 1952) 185-216.

Title of the entire issue. Contents: "Introduction--Emerging Patterns of Growth," by Paul Durrie (See No. 37 for annotation); "Agricultural and Home Economics Work," by M. L. Wilson; "Agricultural Education in Public Schools," by Herbert Hamlin; "Vocational Education for Adults," by H. C. Thayer and William Wilkins; "Parent Education for Home and Family Life," by Mary S. Lyle and Freda S. Kehm; "Public Health Education," by H. N. Calver; "Education for Mental Health," by D. H. Ruja; "Education for Creative and Recreative Leisure," by Joseph Prendergast and J. B. Kessel; "Education for Industrial Relations," by Abbott Kaplan. 138

Some Trends in Adult Education; a Symposium, In Adult Education, 3 (November, 1952) 19-33.

Continuation from the September, 1952 issue. "Workers' Education," by E. G. Coit, O. A. H. Pell, I. L. H. Kerrison, and L. Rogin; "Fundamental Education," by Ambrose Caliver; "Education for the Foreign Born," by Benjamin Shangold; "Civil Defense Training," by Leon Weaver. 139

Spence, Ralph B. Education's Stake in Adult Education, In Teachers College Record, 54 (February, 1953) 275-284.

All educators have a large stake in adult education. An expanded adult education program can make possible important development in other phases of education. The present trend of the adult education movement is to broaden the concept to include the complete range of activities in which an effort is made to help adults learn more effectively. Four identifiable emphases of adult education, accepted as characteristic of good education, are: (1) Adult education emphasizes the functional approach, starting from things adults accept as important for themselves, but at the same time, recognizes a responsibility for broadening horizons. (2) It sees education as a continuous activity throughout a person's entire life. (3) It emphasizes the place of groups in modern life. (4) It uses an expanding concept of the community. The following results of a strong adult education program are suggested: (1) more freedom to other parts of education to develop on a functional basis; (2) new possibilities for family education; (3) new possibilities for lay understanding of educational programs; (4) new opportunities to give work its appropriate place in the educational picture; (5)

a more creative approach to a period of national service; (6) new vistas in the creative use of leisure; (7) improved standards of health and safety; (8) new significance for guidance. In developing a total program of democratic education, we need to achieve more unity of purpose. We also need to achieve more unity within education. Adult education can contribute toward a more unified program by helping to make clear the interplay between adults and children, and by building a well informed citizen group who will make decisions on what they want the schools to be. 140

Stoddard, Alexander J. Adult Education in Relation to Our Country's Purposes, In Adult Education, 4 (November, 1953) 41-48.

There have been four dominant points of view towards the function of education established in the United States during the last fifty years: (1) Education is the right of all people. (2) Schools are an avenue for the pursuit of happiness or the abundant life by transmitting our cultural heritage. (3) People should be trained to search for and find truth, i.e., to develop their ability to create, express and implement ideas. (4) We should teach an understanding freedom and its implications for living: "... discipline is the price of freedom; freedom is positive, not negative; freedom is something that we can have individually, only as we help others find it." 141

Styler, W. E. Adult Education and Social Planning, In British Journal of Educational Studies, 5 (November, 1956) 37-46.

Because of the dominance of the academic tradition in British adult education, little attention has been given to the type of adult education which is deliberately organized to assist plans for social development. The writer gives several examples of this type of adult education and considers the question of whether such education, which so far has been conceived and organized to meet needs of agricultural regions, has significance for a developed, industrial society such as the United Kingdom. This use of adult education violates the traditional practice of British adult education. There is a strong case for the view that adult educationists in Britain should closely examine forms of adult education in other countries designed to assist fulfillment of short term social objectives. Statistics reveal that a small proportion of students in adult education are interested in subjects relating to political, economic, and community development. If satisfactory projects having some realizable aim or close relationship to social action could be devised, it is probable that the number of people studying social subjects could be increased and new vitality given to study of social sciences in Britain. Active adult education, as compared with academic or theoretic, is necessary where men need to plan for improvement of their environment and conditions of social life. It is complementary to rather than opposed to academic adult education and is desirable as an aid to good citizenship. Needed experiments should be made to develop more of this type of adult education in Britain. 142

Thomson, Watson. Adult Education--New Model, In Food for Thought, 5 (January, 1945) 4-8.

To meet the new social situation, adult education has had to acquire new methods, new programmes and a new philosophy. The philosophy can be described as social and activistic, that is, education for action. The main drive of adult education is now toward a coming together of citizens, not just to be instructed, but to discuss common social problems, to clarify and define common social goals. Adult education is a part of the social process, challenged by the crisis of our time. The new programmes are as varied and complex as the society they reflect and seek to change. The new methods, social and cooperative on the one hand, are streamlined and mechanized on the other. Lectures have been replaced by participation of the study group and community forum, and the use of radio and films has come to the forefront. Adult education is as much concerned with communities as with individuals. Adult educationists cannot be neutral about fundamental issues of our times. Adult education must be on the side of social change and democracy. 143

Tomlinson, Laurence E. "Adult Education, Its Vital Significance for Your Town." Portland, Oregon: Educational Studies [c1951] 46 pp.

Part I, "Development of Adult Education," includes sections on (1) Definition; (2) History and Development--Beginnings, Formal Development of the Movement, Examples of Organized Programs, Forms of Adult Education, Relation to Objectives of General Education; (3) Bases of Adult Education in Psychology, in Sociology, in the Responsibility of a State. Part II, "Parent Education," defined broadly as any form of adult education which has influence and bearing on the family environment and parental attitudes and behavior, includes sections on Social Significance; Objectives: Physical and Mental Health, Fundamental Knowledge of Practical Value, Stabilization of Family Relationships, Vocational Adjustment and Social Security, Responsible Citizenship, Fuller Enjoyment of Life, Ethical Character in Human Relationships; State Responsibility for Parent Education. 144

Torres Bodet, Jaime. Adult Education and the Future of our Civilization, In UNESCO, Adult Education, Current Trends and Practices. Problems in Education, 2. Paris: UNESCO, 1949. Pp.9-16. Same: Adult Education Journal, 8 (October, 1949) 219-224; same: School and Society, 70 (October 1, 1949) 209-212; same condensed: Education Digest, 15 (December, 1949) 11-14.

Adult education should be based on the idea of the brotherhood of human destiny. Man is a social being and a member of the community, which in the present day is world-wide. World-wide aims, together with freedom in the means of pursuing them, constitute the two cardinal tenets to guide action to foster, through universal education, a culture whose principle is personal responsibility. Civilization can progress only if the masses are trained systematically and coherently for the task before them. That is the ultimate aim of adult education. 145

Townsend, Willard S. Toward Full Equality; Labor Works for Democratic Adult Education, In Adult Education Journal, 5 (October, 1946) 162-165.

The great challenge to adult education today is to serve as a means of making the democratic process effective. In a world of rapid change, adult education must take the offensive in teaching adults to think and act for themselves. The primary purpose of the adult education movement is to serve as a channel whereby adults learn to understand, live with, and tolerate each other. In the struggle to become a vital instrument in the democratic process, adult education has a strong ally in the trade union movement. The narrow confines and methods of approaching labor problems have disappeared and the labor movement has become an integral part of the community, with a fusion of labor and community problems. It is at the point where labor meets community that adult education can render a great service with strong support from the labor movement. One of the basic jobs of labor and adult education cooperation is establishing in the public school system a liberal system of community adult education services to serve the needs of democratic citizenship. 146

Trends and New Ideas in European Adult Education, In Adult Education, 5 (Autumn, 1954) 5-10.

The first of four articles in this issue reporting the impressions gained by ten adult educators from the United States and Canada from their participation in four international seminars on adult education conducted in Europe during the summer of 1954. The following general trends are noted: (1) There is an emphasis on intellectual enlightening through an examination of the roots and values of civilization through philosophy, economics, psychology and history. (2) Programs call for earnest purpose and serious application by the participant. (3) The traditional lecture method is being supplemented by a discussion period, and public forums and informal week-end institutes are common. (4) The social value of the residential school has gained increasing recognition. (5) More provision is being made for occupational studies. (6) There is a recognition among European adult educators of the need for a world-wide exchange in their field, and progress is being made through the European Adult Education Association. Impressions gained of significant developments in Europe are presented: the fight against illiteracy in Italy, university extension in Sweden, the Salsburg folk high school, residential colleges in Scandinavia and Britain, community centers in Britain, leisure time programs in Austria and Italy, and the Swiss Klubschulen. 147

UNESCO. "Adult Education, Current Trends and Practices." Problems in Education, 2. Paris: UNESCO, 1949. 148 pp.

One of three UNESCO publications designed to depict the state of adult education at the mid-twentieth century. This volume supplements the Summary Report of the Elsinore Conference on Adult Education (1949) and the International Directory of Adult Education (1951). Contributions to this symposium were prepared independently of each other but fall logically into three groups which correspond closely to the method of work adopted at the Elsinore Conference: Part I: Role and Functions, includes articles by Jaime Torres Bodet, Sir John Maud, and Jean Guéhenno; Part II: Content and Development, articles by J. Dumazedier, E. M. Hutchinson, and Ernest Green; Part III: Methods and Institutions, articles by W. C.

Hallenbeck, Paul Lengrand, R. A. Sims and Eugene Bussière, J. Farenc, Marion E. Hawes, and G. H. Rivière. A selected reading list from UNESCO documents and publications is appended. For selected articles see Nos. 36, 60, 110, 145, 806, 952. 148

United States. President's Committee on Education Beyond the High School. "Second Report to the President." Washington, D.C.: Government Printing Office, July, 1957. Adult Education, pp. 66-69.

The Committee recommends wider understanding and acceptance of the potentials of adult education, more careful planning of its future, clearer definition of its aims, better organization of its programs, and new approaches for doing its work better in order to realize fully its potential. There is need for research data national in scope so that problems and prospects of adult education can be assessed. Established institutions such as colleges and public schools should continue to extend their cooperation and leadership. More teachers are needed, new methods, improvements in information and counseling services, encouragement of programs for rural areas, better coordination of federal programs, reexamination of the role of public and non-public institutions and agencies. Developments in leadership, participation of more organizations, and projects to measure effectiveness of adult education programs show promise of new directions and increased rewards from this dynamic educational field. Such activity should be encouraged and means found for exchange of information on plans, organization and accomplishment. 149

Verner, Coolie. Adult Education for Tomorrow's World, In Adult Education (London), 26 (Summer, 1953) 32-41.

Both the force of criticism of adult education and its changing relationships with society indicate the need for a new evaluation. The ultimate aim of adult education is the development of constructive social responsibility. To achieve this, it is essential to devise a methodology that will provide continuity in learning while people are involved in experiences of everyday living, thus providing both education of value in a changing society and strengthening democracy through intelligent participation. Existing institutions must be modified to accomplish this or be replaced by a new dynamic process for the education of individuals related to improvement of their environment. Patterns of the past must be replaced by more creative innovations. Academic disciplines and the specialist are among many resources for education, and one principal function of the adult educator is to help people identify and use these resources. Many problems of adult education today will be replaced by new ones as a dynamic methodology replaces classical concepts. Community development has been recognized as offering the most powerful medium thus far developed for educating adults to responsibilities of democracy. Research in community development has uncovered many useful ideas for working with informal groups which can be applied directly to adult education programs as a means of developing a more dynamic methodology. Adult education must exercise creative leadership in directing the course of change, and design the democratic methodology and train leaders for the future. 150

Verner, Coolie. The British Charter for Adult Education, In Adult Education, 4 (February, 1954) 119-121.

The Adult Education Committee of the Ministry of Reconstruction of Great Britain issued in 1919 its final report on the role of adult education in post-war reconstruction. (Great Britain. Ministry of Reconstruction, Adult Education Committee. Final Report: Presented to Parliament by Command of His Majesty. London: H. M. Stationery Office, 1919. 407 pp.)

As a prelude to study, the Committee formulated nine propositions upon which to base its analysis and conclusions. These propositions epitomize the principles of adult education in a democracy and are a Charter for Adult Education. They are, in brief: (1) That the main purpose of education is to fit a man for life, and therefore in a civilized community, to fit him for his place as a member of that community. (2) That the goal of all education must be citizenship, that is, the rights and duties of each individual as a member of the community; and the whole process must be development of the individual in relation to the community. (3) That education in a democratic country must aim at fitting each individual progressively not only for personal, domestic, and vocational duties, but above all, for duties of citizenship. (4) That there is latent in the mass of our people a capacity far beyond what has been recognized for rising to the conception of great issues and facing difficulties of fundamental problems when these can be visualized in familiar form. (5) That adult education must not be regarded as a luxury for a few nor as a thing which concerns only a short span of early manhood, but as a permanent national necessity, an inseparable aspect of citizenship, and therefore should be universal and lifelong. (6) That the opportunity for adult education should be spread uniformly and systematically over the whole community, and that every encouragement and assistance should be given to voluntary organizations. (7) That economic recovery of the nation and the sound exercise of their responsibilities by millions of new voters depend on a far wider body of intelligent public opinion which can be created only through a universal process of education throughout the life of the adult. (8) That such a process needs to be planned and set in operation immediately as part of the general work of reconstruction. (9) That this plan should build upon existing lines or develop from popular institutions, and should utilize existing facilities while providing for their extension and removing obstacles which at present hamper them. 151

Waller, Ross D. Challenge and Response in Adult Education, the Established Tradition, In Adult Education (London), 27 (Winter, 1954) 173-181.

An address to the 1954 annual conference of the National Institute of Adult Education, in response to the address of W. P. Alexander (See No. 5). Waller defends the value of the traditional academic type of adult education. Alternatives to this type of adult education are a vast range of non-vocational activities in evening institutes, education centers and community centers, residential colleges, and activities of independent organizations, all of which are socially valuable and provide knowledge of limited applicability. Universities, as repositories of knowledge, must be involved in the traditionalist type of adult education, but they need allies who share the conviction that knowledge is worth acquiring, and can help universities give relevance to common life today. The W. E. A. is such an ally. An essential feature of traditional modes is that they are based on the teaching situation with tutors and students. The modern way is based on the learning situation with study groups, workshops, and projects, with advice and information at points where participants want them. Knowledge can be acquired only through study, with guidance. Seeking understanding of society is an intellectual pursuit, sustained by a sense of social and moral responsibility. All forms of education express the spirit and values of their world and are shaped by forces deeper and stronger than the efforts of educators. Continuing education for all after the secondary stage is a matter of highest priority. It is a field for which a large number of teachers will have to be trained, and to maintain their own general education teachers should be able to turn to the traditional field of adult education which is the responsibility of the university. 152

Waller, Ross D. "Learning to Live; a Short and Long View of Adult Education." London: Art and Educational Publishers, Ltd., 1946. 63 pp.

A discussion of what adult education is; influence of education in H. M. Forces; adult education before World War II, origins, the Workers' Educational Association, the universities, Local Authorities, other bodies, such as Y.M.C.A., Y.W.C.A., residential colleges, etc., coordination through organizations; institutions in adult education since the war: community centres, urban and civic institutes, residential colleges; importance of discussion groups; adult education as a career; the purpose of adult education. 153

What Is Adult Education? Nine 'Working Definitions', In Adult Education, 5 (Spring, 1955) 131-145.

The "working definitions" are brief essays embodying several contributors' conceptions of the field as it is and their various visions of what it ought to be, by Wilbur C. Hallenbeck, Paul H. Sheats, Stanley Sworder, Per G. Stensland, David L. MacKaye, Carl E. Minich, John B. Schwertman, R. J. Blakely and Lawrence K. Frank. Some of the writers stress growth in awareness, sensitivity, and intelligence as the major aim of adult education; others stress ability to fill the social roles of group member: parent, worker, and citizen. One emphasizes the need to learn how to achieve the traditional values of dignity and worth of the individual personality under today's radically changing conditions of technology, social organization, and knowledge. Insofar as the definitions reflect differences in focus, emphasis, and purpose, they indicate the variety of human problems with which adult educators must cope, the interrelatedness of these problems, and hence the real basis for unity of the adult education movement. 154

Wirtenberger, Henry J. Goals for Evening Education and the Education of the Whole Man, In Association of University Evening Colleges Proceedings. Fifteenth Annual Meeting, St. Louis, 1953. Pp. 47-52.

Although evening education is part time and limited, it should make the education of the whole man its primary objective. Educating the whole man means helping him develop his mind, acquire a mature attitude toward the problems of living, train the will so that choices will be made on the basis of reasoned convictions. This is a difficult goal to attain, especially in technical education. Three devices which reinforce each other in the process of liberal education are: (1) Technical and factual information can be imparted with some awareness of its philosophical implications. (2) There must be ample opportunity to study a number of well taught cultural courses. (3) Integrating courses can be devised to aid the student to pull together and focus what he learns. 155

Young, Kenneth. The End of Adult Education, the Self-Education of the Whole Man, In Food for Thought, 11 (April, 1951) 14-18.

Regardless of demands of expediency and temporary shifts in priorities in adult education in times of tension, there should be certain fundamental aims and values which remain constant. Although adult education carries a heavy responsibility to society, its first responsibility is to the individual. The approach to education which can offer a maximum of opportunity to every individual to develop to his fullest potential is a conditioning of youth in school and college to a broader concept of the purpose of education so that he enters the adult world cognizant of the need for and sources of further education. Adult education should be prepared to meet educational needs of all men and women, extending laterally over a range as wide as that of human motivations and interests, and vertically from classes for illiterates to post graduate study. New approaches should be explored in the process of conditioning people to accept adult education as a normal function of living. Democratic society demands a high standard of education in its citizens. 156

II. Research and Bibliography

A. Research

1. Reviews of Research

American Educational Research Association. Adult Education, In Review of Educational Research, 20 (June, 1950) 161-246.

Reviews the literature in this area through September, 1949, concentrating on the last five years and including earlier studies of special significance. Each section reviews the literature in a specific area of adult education and includes a bibliography of works cited. Areas include an overview of the field, characteristics of adults and groups basic to adult education, content, methods, audio-visual aids, organization and administration, and the agencies of adult education. 157

American Educational Research Association. Adult Education, In Review of Educational Research, 23 (June, 1953) 191-283.

Reviews the literature for the period October, 1949, through October, 1952. Covers research on aging, fundamental education, group behavior in adult education, community development, adult education about education, and other developments. 158

Bradford, Leland P. Characteristics of Groups Basic to Adult Education, In Review of Educational Research, 20 (June, 1950) 185-197.

Examines briefly the need to educate and train people in more effective participation in group and community problem solving, and the need to make use of group and community forces acting on the individual to increase learning and problem solving; analyzes trends in the study of group discussion; reviews in detail recent study and research in group behavior and leadership training; and suggests areas of needed research in community structure and functioning. 159

Calvin, Allen D. and others. Studies in Adult Learning Since 1930, In Journal of Educational Research, 50 (December, 1956) 273-285.

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The studies reviewed are concerned primarily with three basic considerations: the effectiveness of older adults in a learning situation; the effect of "rustiness" on adult learning; and the effect of intelligence on intellectual decline. 160

Essert, Paul L. Adult Education - An Overview, In Review of Educational Research, 23 (June, 1953) 195-201.

A review of forty-four studies, published 1949-1952, covering qualitative trends, trends in organization for research, needed research. 161

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Hand, Samuel E. "A Review of Physiological and Psychological Changes in Aging and Their Implications for Teachers of Adults." 3d ed. Bulletin 71 G-1. Tallahassee: Florida State Department of Education, Division of Vocational and Adult Education, 1957. 31 pp.

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A review of forty-six studies published since 1923 on physiological and psychological changes in aging. The section on physiological changes is divided into three parts: changes in vision, changes in hearing, and miscellaneous physical changes. The section on psychological changes is divided into: changes in intelligence and learning, changes in interests and attitudes, and miscellanesous psychological changes. Findings of the studies are summarized. Implications for teachers of adults as indicated by these research findings are given after each section. 162

Hendrickson, Andrew. "A Review of Post-War Literature on Public School Adult Education." Columbus: Bureau of Special and Adult Education, Ohio State University, 1951. Pp. 1-18.

A selective review of the literature in this field for the years 1944-1950, under the headings: Philosophy; Principles of Organization and Administration; Aims and Objectives; Programs; Methods; Teacher Training; Veterans' Education; What of the Future? 163

Hieronymus, Albert N. Research in Adult Education, In Phi Delta Kappan, 32 (April, 1951) 373-374.

A review of the June, 1950 issue of Review of Educational Research, which is devoted to recent studies in this and related fields. A summary of each section of the Review is given. 164

Houle, Cyril O. Other Developments, In Review of Educational Research, 23 (June, 1953) 268-276.
A review of fifty-nine studies, published 1949-1952, on common interests of adult educators, other attempts at synthesis, collection of basic data, public-school adult education, the public library, other agencies, analyses of adult education leaders, leadership training, development of program, education by television, methodological studies. 165

Houle, Cyril O. and William Bowden. The Content Of Adult Education, In Review of Educational Research, 20 (June, 1950) 198-206.
A review of fifty-eight studies, published 1945-1949, on general approaches to curriculum development, approaches to content selection, relation of content and method, the diverse agencies and fields of adult education, public school adult education, university extension activities, other agencies of adult education, important fields of adult education. 166

Lorge, Irving and Rose Kushner. Characteristics of Adults Basic to Education, In Review of Educational Research, 20 (June, 1950) 171-179.
Reviews eighty-seven research studies since 1944 on characteristics of adults basic to education - psychological characteristics, intelligence, learning, memory, and adjustment. 167

McClusky, Howard Y. Adult Education for Citizenship, In Review of Educational Research, 17 (October, 1947) 293-298.
A critical and descriptive review of publications, 1942-1947, related to citizenship education for adults. Includes studies on attitudes toward public affairs, political behavior, participation in civic activities, programs of self-study, programs of community self-help. 168

Palmer, Orville H. Significant Research Studies in Adult Education, In Association of University Evening Colleges Proceedings. Fourteenth Annual Meeting, Atlanta, 1952. Pp. 48-55. Also published as: "Significant Research in Adult Education," Notes and Essays on Education for Adults, No. 2. Chicago: Center for the Study of Liberal Education for Adults, 1952.

Reviews significant research studies since 1927 in these areas: (1) why adults attend school and needs of adult students; (2) improvement of methods of teaching in adult education; (3) administrative practices in adult education programs. Palmer concludes that a substantial number of studies have been made in certain areas of adult education but results are not widely publicized or easily accessible to others. He recommends that the Association through the Center for the Study of Liberal Education for Adults (1) serve as a clearing house for information on existing research; (2) study areas in which there appears to be need of research for continued growth of adult education through the evening colleges, and carry out carefully planned research producing suggested courses of action; (3) the Association, acting as a unit, would lend significance and prestige to such research so that funds could be secured to make research possible. 169

Palmer, Orville H. Studies and Research, In Association of University Evening Colleges Proceedings. Fifteenth Annual Meeting, St. Louis, 1953. Pp. 69-81.

Report of research studies reported during the past year as completed or in process by member institutions of the Association. Thirty-four studies are listed in four categories: (1) evaluation of teaching methods; (2) evaluation of needs of adults; (30 evaluation of various types of programs offered through evening colleges; (4) evaluation of problems in other areas. 170

Raybould, Sidney G. Research in Adult Education, In Adult Education (London), 23 (June, 1950) 16-22.

Discusses lack of research in adult education and reasons for this gap. Extra-mural departments of universities, the natural agencies to promote research in adult education, have made no contributions in book form. One reason may be lack of staff competent or with sufficient time to carry on research. A secondary cause is the lack of suitable channels of publication. A recognized journal specializing in publication of research studies is needed. Tutors are interested in research in teaching methods; administrators, in research in organizational matters. Both are interested in research on the nature and purposes of the adult education movement. The lack of original work is most startling in the psychology of adult study. Studies are needed on nature of maturity, subjects suited to adult study, the most profitable ages for study, the importance of experience, intelligence, and prejudice. For such research to be done, there must be persons with definite responsibility to initiate research, and conditions designed to enable them to do so. 171

Research Review, In Adult Education, 5 (Winter, 1955) 114-127.
The first of the reviews of current research on adult education in the United States, published in Adult Education. Includes studies in progress or completed since the beginning of 1954. A classified and annotated list of seventy-five research studies, mostly Ph.D. and Master's theses. For each study there is included a summary of the purpose and major findings, and where it is available. Studies are categorized under the following headings: Adult Learning Process, Audio-Visual and Printed Materials, Clientele of Adult Education, History of Adult Education, College and University Adult Education, Community Development, Leadership and Leadership Training, Determining Policy and Program, Public School Adult Education, Research Methods, Rural Adult Education. 172

Research Review, In Adult Education, 5 (Summer, 1955) 240-246.
A classified, annotated list of twenty-nine research studies to supplement the listing in Research Review, In Adult Education, 5 (Winter, 1955) 114-127. New categories of research include: Areas of Adult Study, Library and Adult Education, Religious Adult Education, and Voluntary Associations. 173

Research Review, In Adult Education, 6 (Summer, 1956) 234-243.
The annual review of research studies, a classified, annotated list of fifty-four studies, giving summary of purpose and major findings, and availability of each study. 174

Research Review, In Adult Education, 7 (Summer, 1957) 196-207.
The fourth report of research in adult education by Adult Education. The listing of sixty-nine studies is preceded by an introduction by Abbott Kaplan comparing the number of studies by classification in the four reports, 1955-1957. 175

Sheats, Paul H. and Laurence K. McLaughlin. Methods in Adult Education, In Review of Educational Research, 20

(June, 1950) 207-215.
A review of sixty-nine studies published 1934-1949, on interpersonal communication and communication in small and large groups. 176

Spence, Ralph B. Adult Education-An Overview, In Review of Educational Research, 20 (June, 1950) 165-170.
A review of fifty-one studies, published 1937-1949, covering trends in adult education, climate for adult education, evaluation and further research. 177

Spence, Ralph B. and Louise H. Evans. Dropouts in Adult Education, In Adult Education, 6 (Summer, 1956) 221-225.
Brief descriptions and summaries of research studies on dropouts in adult education, made in the last ten years. In making a study of the subject in 1955, the AEA Research Committee found: (1) There has been almost no comprehensive research on adult education dropouts. (2) There have been some related studies in other areas. (3) There have been suggestions from several adult educators regarding handling of dropouts, but few are based on experimental evidence. The Committee recommended that comprehensive research on the problem be carried out in the near future. The Committee is contacting adult educators to encourage them to gather data on the subject and to report to the Committee. 178

Tibbitts, Clark and Wilma Donahue. Developments in Education for Later Maturity, In Review of Educational Research, 23 (June, 1953) 202-217.
A review of one hundred twenty-four studies covering previous reviews, changing capacities, adjustment to aging, programs, professional personnel research. 179

Verner, Coolie. Research-Based Publications, 1955, In Adult Education, 6 (Summer, 1956) 226-233. Condensed under title: U.S. Research Review, In Adult Education (London,) 28 (Spring, 1956) 315-321. Same: Food for Thought, 16 (February, 1956) 214-221.
A critical review of thirty-six books, periodical articles, and reports published in 1955, categorized under the headings: General, The Adult, Institutional Developments, Methodology, and the Social Setting. 180

2. Adult Learning

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Anderson, John E. Teaching and Learning, In Wilma Donahue, Education for Later Maturity. New York: Whiteside, Inc. and William Morrow, 1955. Pp. 60-94.

Changing needs and problems of the aging, purposes of education for older persons, learning in older persons, adapting instruction to the group and individual, principles of instruction, types of education, counseling older persons, rehabilitation. 181

381

Brown, Giles T. Never Too Old to Learn: A Gerontological Experiment in General Education, In School and Society, 74 (November 3, 1951) 279-281.

A report on a college sponsored night class in world affairs for adults aged sixty and beyond. Methods used were discussion based on background material and current events, outside speakers, visual aids and reading of current periodicals. Some suggestions developed from the experience are: (1) Teacher-education institutions should be more aware of this type of employment for future teachers and the differences required in techniques. (2) Colleges should encourage on-campus and off-campus classes in general education for senior adults. (3) Visual aids should be used and a sense of what is useful should be developed. (4) Informality and "give and take" attitudes between class and leader proved helpful. (5) Since most adults are not interested in academic credit, grading and covering a certain amount of material can be ignored. A growing population in the aged sixty and beyond group offers a distinct challenge to organized education. 182

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Buswell, Guy T. Conditions for Effective Adult Learning, In Institute for Administrative Officers of Higher Institutions Proceedings, 1948. Vol. 20, The Community Responsibilities of Institutions of Higher Learning. Chicago: University of Chicago Press [1948]. Pp. 14-23.

Scientific studies indicate that the most important factors relating to effective adult learning are in psychological and social conditions rather than biological changes of maturation. Five conditions that are examples of ways to increase effectiveness of adult learning are: (1) opportunity for continuous practice and experience in learning, with activities appropriate for the various periods of life; (2) motivation adjusted to varying levels of maturity; (3) methods of teaching and learning appropriate for various levels of adulthood; (4) a community "curriculum" consisting of a coherent organization of activities appropriate for adults at various levels of maturity; (5) suitable facilities which will meet the peculiar needs of adults. 183

Calvin, Allen D. and others. Studies in Adult Learning Since 1930. See No. 160. 184

Charters, Alexander N. "An Evaluation of the Development of Certain Aspects of the Ability to Think by Participation in an Adult Education Program." Ph.D. Dissertation. University of Chicago, 1949. 179 pp. 185 [illegible]

Davies, John L. "A Study of Participant Interests and Ability in Adult General Education Programs of Iowa." Ph.D. Dissertation. Iowa State University, 1950. 186 ✓ on microf

Donahue, Wilma. Experiments in the Education of Older Adults, In Adult Education, 2 (December, 1951) 49-59. H ✓
Describes experimentation at the University of Michigan to determine whether the use of any psychological function will retard its aging; whether exercise of an ability which has declined can restore its function; whether aging people who realize the need to prepare for the later years will become motivated to learn about aging and how to adjust to it. Courses offered through Extension and on television are described as to content, method, evaluation and student characteristics. Address before the International Gerontological Congress, St. Louis, September 13, 1951. 187

Eckert, Ralph. The Psychology of Adult Learning: An Inservice Course for Adult Teachers, In Adult Education Bulletin, 14 (December, 1949) 55-59. ✓ H 9P-?
A description of week-end courses for teachers of adults in California offered jointly by the University of California Extension and the Bureau of Adult Education of the State Department of Education. At the first session, led by Harry and Bonaro Overstreet, causes of dropout of adult students, analysis of the adult learner, and psychology of adult leadership were discussed. A dynamic concept of education applicable to adult learning, personality needs, psychological steps in problem solving, and counseling were discussed in the second session led by the writer. The third session, led by Robert Haas, was centered around the concept of interpersonal and group

maturity, the concept of roles, and problems of leadership. 188

F 1 355 (TC) ✓ Farnum, Hollis B. "A Study Comparing the Academic Aptitude of University Extension and Campus Students." Ph.D. Dissertation. University of Rhode Island, 1956. 189

✓ Goldin, Frank S. "The Effect of Program Format in Educational Broadcasts On Adult Retention." Ph.D. Dissertation. Boston University, 1948. 298 pp. 190

✓ 3P? Guerin, Quinon. Some Observations on Adult Reading Skills, In Adult Education, 4 (February, 1954) 115-118.

Observations based upon studies conducted while helping over four hundred adults improve reading abilities. Discusses the relation of interest in subject matter to reading speed; relation of nature of subject matter to reading speed, recall and inference; relation of vocabulary to reading speed and comprehension; adult recognition problems; remembering what is read. 191

Jenkins, David H. On Educating Adults, In University of Michigan School of Education Bulletin, 22 (April, 1951) 110-112.

2P? Characteristics of adults which make them differ educationally from other students are: (1) Adults are independent. (2) Adults resist the "learner" role. (3) They have a background of life experience. (4) They have a wide variety of motivations, the least of which may be to learn. (5) Much adult learning is relearning rather than new learning. (6) They come to a learning situation with definite expectations about goals and methods which they do not readily change. (7) Most adult learning involves change in attitude if it is to be effective. 192

Kuhlen, Raymond. Patterns of Adult Development. See Murphy, Gardner and Raymond Kuhlen. Psychological Needs of Adults. No. 198. 193

Leestma, Robert. Some Problems Reported by Teachers of Adult Students and Some Suggestions for Their Alleviation, In University of Michigan School of Education Bulletin, 22 (April, 1951) 107-109.

A summary of problems in teaching as reported by two hundred thirty-four leaders of adults in eight Michigan cities. Problems appearing most frequently are listed under five categories: (1) characteristics of the adult student; (2) size of and time for classes; (3) meeting individual needs and differences; (4) attendance and dropouts; (5) inadequacies of equipment and other facilities. The writer suggests way of alleviating each of these problems, stating that the first step is acquiring data on the way the problems appear to those responsible for their management. 193

Lorge, Irving. Adult Intelligence, In Walter S. Monroe, "Encyclopedia of Educational Research." New York: Macmillan, 1950. Pp. 32-35.

A review of twenty-six research studies on the testing of adult intelligence, made before 1950. 194

Lorge, Irving. Adult Learning, In Adult Education, 2 (June, 1952) 156-159.

Implications for teaching adults of the changes during maturity in speed of performance and sensory activities, and of the adult's past knowledge, skills and attitudes. 195

Lorge, Irving. Never Too Old To Learn, In Baltimore Bulletin of Education, 33 (June, 1956) 1-7.

Psychological tests and experiments have proved that adults do not deteriorate in mental ability. Older people are slower in learning and in making adjustments, but have the advantages of wisdom in dealing with people and situations, more stable attitude judgments, a stable core of intellectual interests, and a background of stored knowledge and skills. Successful teachers of adults know the sources of difficulty for adult learners, such as their attitudes toward themselves, and are aware that such attitudes can be changed only by changing the learners' concepts of themselves, of the task, and of the role of the teacher. Adult education must use facts about the adult that are available now and must encourage further studies for information on the general and special psychology of the adult which can be used by adult educators to improve instructional techniques. 196

Murphy, Gardner. Teaching the Individual, In Adult Leadership, 3 (March, 1955) 19-21.

Also published as part of the next entry under the title, Individuality in the Learning Process. 197

Murphy, Gardner and Raymond Kuhlen. "Psychological Needs of Adults; A Symposium." Notes and Essays on Education for Adults, No. 12. Chicago: Center for the Study of

Liberal Education for Adults, 1955. 25pp.

In Individuality in the Learning Process, Gardner Murphy discusses individual differences in perception, recall, thinking, feeling, disposition to act, and self-image governing student response to learning materials. Suggests methodological and programming implications for adult education. In Patterns of Adult Development, Raymond Kuhlen reports findings on psychological differences among adults at different age periods as further indication of what subject matter areas, materials, and experiences are desirable in adult education programs. Topics include: Changes in Capacity and Physical Characteristics; The Urge for Expansion - A Positive Force; Defense Against Loss - A Negative Force; Time Perspectives in Need Changes; Specific Needs and Individual Differences. 198

Siegle, Peter E. The Adult Learner, In Adult Leadership, 3 (March, 1955) 16-18.

A discussion of ability of adults to learn and of other characteristics of adults which affect their educability. Psychological studies have proved that adults never lose the ability to learn though there is a loss in speed of reaction and physical stamina. Learning ability consists of social and psychological as well as physical factors. The educability of adults is limited by a number of characteristics such as: fear of self, personal uncertainties in economic or community status, fear of others, fear of ideas, lack of continuity in pursuit of education, confusion about what the academic program has to offer. On the positive side are the adult's eagerness for learning, relatively free scope of action and lack of distractions, self-identification with a program he seeks of his own volition, more integrated purposes, more coherent life program, etc. Obstacles in teaching adults are often intensified by the failure of teachers to adapt techniques to the adult personality. 199

Siegle, Peter E. Mountains, Plateaus and Valleys in Adult Learning, In Adult Education, 4 (March, 1954) 146-150.

Fundamental propositions in learning theory, levels of complexity of learning, kinds of learning, plateaus in learning, typical patterns of learning. The writer concludes that more important than age in adult learning is the combination of basic capacity, energy, experience, motivation and guidance. 200

Thompson, Warren C. "A Comparative Study of a Book-Centered Course Versus a Machine-Centered Course in Adult Reading Improvement." Ph.D. Dissertation. University of Southern California, 1954. 201

3. Student Needs and Interests

Anderson, John E. Teaching and Learning. See No. 181. 202

Barron, Howard H. "A Study of Adult Educational Interests and Programs in Salt Lake County." Ph.D. Dissertation. University of Utah, 1954. 203

Brown, Robert S. "A Survey to Determine the Post-Secondary Needs of Youth and Adults in Summit County and Proposals for Meeting These Needs." Ph.D. Dissertation. Ohio State University, 1955. 204

Carey, James T. "Why Students Drop Out; Study of Evening College Student Motivations, Research Report." Chicago: Center for the Study of Liberal Education for Adults, 1954. 54 pp.

A study to determine reasons for dropout of adult students in eight evening colleges in the Chicago area. Eight hundred dropouts were contacted by telephone interview, mail questionnaire and personal interview, with three hundred-fifty responding. Students are categorized as vocationally or culturally oriented, with over two-thirds having vocational goals. Reasons given for dropouts are tabulated and students' future educational plans are reported. In their order of frequency, the following reasons for dropouts are reported: course not available, reasons not connected with the university, job cause, financial reasons, etc. Most respondents were satisfied with college courses, policies and services but over half did not plan to return to evening college. 205

Costin, Frank. "Relationship of Employees' Problems and Various Other Factors to Interest in an Adult Education Program." Ph.D. Dissertation. University of Chicago, 1949. 269 pp. 206

Davies, John L. "A Study of Participant Interest and Ability in Adult General Education Programs of Iowa." Ph.D. Dissertation. State University of Iowa, 1950. 207

Deane, Stephen R. "A Psychological Description of Adults Who Have Participated in Selected Educational Activities." Ph.D. Dissertation. University of Maryland, 1949. 165 pp. 208

Dirks, Henry B. "Dropout in the Evening Adult Schools." Ph.D. Dissertation. University of Southern California, 1955. 209

Donahue, Wilma. Experiments in the Education of Older Adults. See No. 187. 210

Dressel, Paul L. Educational Demands Arising From Individual Needs and Purposes, In National Society for the Study of Education, Yearbook 55, Part 1: Public Junior College. Chicago: University of Chicago Press, 1956. Pp. 41-63.

The problems and educational needs of prospective college students of varying ages and backgrounds, motivation factors in seeking further education, the demand for more and varied education, and the implications for post-high school education especially as applied to junior colleges. 211

Evans, Helen M. "A Survey of the Citizens and Civic Leaders of Selected Michigan Communities to Determine Need, Interests, and Motives Related to Adult Education." Ph.D. Dissertation. Michigan State University, 1957. 227 pp. 212

Flood, W. E. and R. W. Crossland. Origins of Interest and Motives for Study of Natural Sciences and Psychology Among Adult Students in Voluntary Courses, In British Journal of Educational Psychology, 18 (June, 1948) 105-117.

An account of an investigation made in 1947 to determine motives of adults attending courses in natural sciences and psychology, to determine relative importance of these motives, to investigate significant variation of motive with subject, sex, and age, and as a subsidiary aim, to determine origin of interests. Questionnaires were sent to the extra-mural departments of all universities and university colleges in England and Wales. Information was received from fifty-five classes in natural science and fifteen in psychology. In general the predominant origin of interest in natural sciences is the study of science in school, with books and lectures important influences. Motives in natural sciences were grouped as vocational, general desire for knowledge, and social and recreational. Conclusions were: (1) Motives are mixed and show variations with subject and age. (2) Males have a greater vocational interest in science, but in general motives show little variation with sex. (3) The predominant motive is the desire to understand the present world with the implication that science is necessary for this purpose. (4) Social sciences are thought best to provide this general scientific culture. In the field of psychology, interest originated mainly from reading and the influence of friends. For psychology the study found: (1) The predominant motives are practical but non-vocational. (2) The strongest single motive is understanding other people. (3) Vocational motives are strong. (4) There is little difference in the motives between males and females, but motives of males are almost independent of age, while those of females vary with age. 213

Graves, Perdue B. "An Investigation of Adult Education Needs and Interests in Topeka." Ph. D. Dissertation. University of Kansas, 1949. 214

Green, Ernest. "Adult Education, Why This Apathy?" London: Allen and Unwin [1953]. 145 pp. #

An analysis of material based upon two questionnaires and a syllabus for study groups. The purpose of the first questionnaire, "Present Day Apathy in Adult Education," was to ascertain the point of view of adults who had taken part in adult education. The object of the second questionnaire, "Educational Background and Interests," was to secure reactions of those who had little experience of adult education. The "Group Syllabus" was for study groups competent as students and workers in adult education to suggest the main reasons for apathy and to propose remedies. The writer was concerned to discover to what extent adults' experience of school had stimulated continued educational interest in adult life and in what form. Findings are discussed in seventeen chapters. The last four chapters are a summary which attempts to draw conclusions helpful in solving the problem of apathy. The major reason for apathy given is inadequacy of school education. Recommendations are: that the school should provide more liberal education, with more emphasis on moral and spiritual values, and wider significance of the full life; the curriculum of technical and professional institutes should be broadened, and more stress given to liberal and humanistic aspects of subjects, and that consideration be given to possibilities of synthesis between technical and professional studies and liberal adult education; that a different approach be used by organizing bodies; that better physical facilities be provided; that a vigorous effort be made to train discussion group leaders; that more use be made of films; and that the W.E.A. and universities should concentrate on the problem of the educationally underprivileged. 215

Havighurst, Robert J. and Betty Orr. "Adult Education and Adult Needs, a Report." Chicago: Center For the Study of Liberal Education for Adults, 1956. 66 pp.

Explores the implications for adult education of a study of the activities and goals of adults in Kansas City. Chapters are: The Wisdom of Maturity; Adult Needs and Developmental Tasks; Personal Motivation for the Achievement of Developmental Tasks; Implications for Adult Education - Illustrative Cases; Qualities of an Effective Adult Education Program. 216

Havighurst, Robert J. "Social Roles of the Middle-Aged Person, A Method of Identifying the Needs of Adults." Notes and Essays on Education for Adults, No. 4. Chicago: Center For the Study of Liberal Education for Adults, 1953. 14 pp.

A methodology for the study of middle age through ratings of social roles or activity patterns, and the relation of role activities to adjustment, health, economic security and self-concept. 217

Haworth, Edward. "The Expressed Educational Needs of Older-Age Adults in Two Senior Centers." Ed.D. Dissertation. Stanford University, 1956. 218

James, Bernard J. and Harold W. Montross. Focusing Group Goals, In Adult Education, 6 (Winter, 1956) 95-101.

Discussion of some problems of education based on experience with adult groups in 1953 and 1954, and implications of the research for a general theory of adult education. Work with the first group, composed of farmers and laborers, concerned primarily the design of a film discussion series to enable estimating flexibility of goals and leadership requirements. The study of an amateur theater group in a small city was primarily an attempt to build a sociometric case history of the group based on observation-participation. Two conclusions drawn were: (1) Professed motives for adult education participation should not be interpreted necessarily as real motives. (2) Because of the flexibility and lack of clarity of goals in adult education groups, especially of the "cultural" sort, the adult educator must assume responsibility for focusing group goals. 219

Kempfer, Homer E. "Identifying Educational Needs of Adults." U.S. Office of Education. Circular No. 330. Washington, D.C.: Government Printing Office, 1951. 64 pp. Summary: Adult Education, 2 (October, 1951) 32-36.
This study evaluates and describes thirty-seven common practices followed by administrators of adult education programs in identifying educational needs and interests of adults. The method consisted of comparing practices used in superior and inferior programs. 220

Kuhlen, Raymond. Patterns of Adult Intelligence. See Murphy, Gardner and Raymond Kuhlen. Psychological Needs of Adults. No. 198.

Love, Grady E. "A Study of the Interests and Needs for Adult Education in Greensboro, North Carolina." Ph.D. Dissertation. University of North Carolina, 1957. 221

Love, Robert A. A Call for Action, In School and Society, 70 (October 8, 1949) 227-231.
Results of studies of dropouts made at New York City College School of Business, Evening and Extension Division, show that fewer than ten per cent of evening students complete the curriculum and receive degrees. In addition to transfers, twelve major reasons for dropouts are: (1) wrong selection of school or course; (2) lack of orientation; (3) work load; (4) illness; (5) scholastic difficulties; (6) home responsibilities; (7) business or military reasons; (8) financial difficulty; (9) student inactivity; (10) inattention to problem of dropouts; (11) ineffective teaching; (12) meaningless curriculum. Discusses steps that may be taken to correct these conditions. 222

Love, Robert A. Use of Motivation Research to Determine Interest in Adult College-Level Training, In Educational Record, 34 (July, 1953) 210-218.
A study made by the Extension and Evening Division of New York City College School of Business and Civic Administration in 1952 to determine underlying attitudes of

students and non-students toward education which might motivate persons to overcome obstacles in order to obtain adult education at the college level. The study was aimed at seeking a sounder basis for obtaining additional enrollment. Motivations of students and of non-students were compared as to nature and intensity. A preliminary statistical analysis was followed by "depth interviews." As a result two preconditions and a sequence of enrollment were discerned. Preconditions are that education is seen as desirable for solving problems and is equated with success and happiness. Awareness of a problem to be solved and of the availability of a course of study, selection of a school and actual matriculation comprise the sequence of enrollment. At each step the prospective enrollee encounters barriers which tend to increase near the end of the process. Some other observations obtained from the study are: (1) A higher proportion of women than men take liberal arts courses and the youngest women take a larger proportion of liberal arts courses. (2) The attitude of employers is a major deterrent to their employees' seeking further education. (3) The easiest group to enroll is the group which has had the most previous education. (4) New students, mostly men, usually start with business training courses and later switch to liberal arts courses. Calls for a promotional program to generate a recognition of adult extension education in colleges as a highly desirable activity for society and for the individual. 223

Mack, John A. "Determining Community Needs for Adult Education Based Upon an Analysis of Educational Interests of Eight Hundred Adults in the Ithaca High School Area." Ph.D. Dissertation. Cornell University, 1951. 224

McMahan, Frederick J. "The Educational Needs of 1946 and 1949 Parochial High School Graduates in Iowa." Ph.D. Dissertation. State University of Iowa, 1952. 225

Maloney, Martin. Six O'Clock Scholars, In Adult Leadership, 4 (May, 1955) 4-6, 28.

An anecdotal "miscellaneous anthology of impressions and guesses" concerning motives of adult students for taking courses, by an experienced teacher. 226

Minnis, Roy B. "Educational Needs of 1946 and 1949 High School Graduates in Twelve Selected Iowa Counties." Ph.D. Dissertation. State University of Iowa, 1955. 227

Murphy, Gardner. Teaching the Individual. See No. 197. 228

Murphy, Gardner and Raymond Kuhlen. Psychological Needs of Adults: a Symposium. See No. 198. 229

Myers, Eugene E. and Francis E. Drake. Keeping Pace With the Needs of the Student, In Adult Education Bulletin, 14 (June, 1950) 144-146.

A report on devices used to maintain a continuing check on the needs of students at the Academic Instructors Division of the United States Air Force Special Staff School, Craig Air Force Base, Alabama. Devices used are: (1) the advisory system, by which each staff member is assigned to five to ten students for weekly conferences; (2) the tutorial system, in which ten students meet with their critic teacher to discuss previous instruction and select teaching topics; (3) a critique sheet by which students selected periodically at random comment on pertinency of instruction, methodology used, and instructors; (4) course conferences in which students meet in small groups with the director to discuss strong and weak points of the course. Several curriculum changes have been made on the basis of data received from these techniques. 230

Nicholson, David H. "Why Adults Attend School: An Analysis of Motivating Factors." Ph.D. Dissertation. University of Missouri, 1948.

The same title was published as: University of Missouri Bulletin Vol. 56, No. 30, Educational Services No. 57. Columbia: University of Missouri, 1955. 23 pp. The same title was also published in Adult Education Bulletin, 13 (August, 1949) 172-177.

Report on a survey conducted during the school year 1946-47 to ascertain the major reasons for school attendance of adults. Additional purposes were to analyze and classify motives of adults for attending school, and to discover how such variables as sex, age, marital status, veteran status, employment, years of schooling, and types of courses taken are related to purposes given for school attendance. Eighty-nine hundred inquiry forms were distributed to students in part-time or evening schools, trade and business schools, and day colleges. The article includes a table showing percentages for each of the thirty reasons for attendance included in the questionnaire. The study revealed that adults were motivated by a considerable number and variety of purposes. Students want a broad program of adult education, additional technical or specialized knowledge relating to their occupations, cultural subjects to broaden their mental horizons and develop their personalities and to find friends and develop social skills. 231

Reynolds, Mildred M. "The Identification of the Needs of Senior Citizens and an Analysis and Critique of Selected Programs Designed to Meet These Needs." Ed.D. Dissertation. Temple University, 1957. 232

Ride, Dale B. "Public Education for the Aging - A Determination of the Educational Desires of the Aging and Recommendations for More Adequately Involving Them in the Santa Monica Adult Education Program." Ed.D. Dissertation. University of California, Los Angeles, 1955. 233

Spence, Ralph B. and Louise H. Evans. Dropouts in Adult Education. See No. 178. 234

Styler, W. E. The Motives of Adult Students, In Adult Education (London), 23 (September, 1950) 106-112.

Summarizes the findings of inquiries on motives of adult students as reported in Learn to Live, by W. E. Williams and A. E. Heath, 1933; in "Origins of Interest and Motives for Study of Natural Sciences and Psychology among Adult Students in Voluntary Courses," by W. E. Flood and R. W. Crossland, published in British Journal of Educational Psychology, June, 1948; in Tutorial Class Students, published by Leeds University Extra-Mural Department in 1949; in the Manchester 1947-48 inquiry. The following conclusions are drawn, based upon the limited amount of research done in this field: (1) In social and political subjects and in natural sciences, the chief motive is interest in the world in which the students live. (2) In psychology, the present interest in social psychology relates the motives of many psychology students with those in the social and political group. (3) In appreciation of music, the chief motive is prior interest. (4) Desire for additional education is very important and may be regarded as a result of the general advance in education. (5) Vocational motives appear to be more powerful in natural sciences than in any other subject. (6) 'Personal' motives are much more powerful than 'social' motives, the desire to improve society. (7) A statement of motives does not measure their strength. Degree of interest in a subject varies and may be strengthened or weakened by experience after joining the adult education activity. 235

Wilkins, Ralph W. "A Study to Determine the Adult Education Needs of Providence, Rhode Island." Ed.D. Dissertation. Boston University, 1955. 236

Wright, Grace S. "Persistence of Attendance in Adult Education Classes." U.S. Office of Education. Circular No. 353. Washington, D.C.: Government Printing Office, October, 1952. 8 pp.
A study of attendance and dropout in three hundred thirty-one public school adult education programs in thirty-nine states. Among the conclusions are: (1) Subjects vary as to the degree of their holding power. (2) Dropouts occur less frequently when students pay a high fee for the course than when the course is free or the fee nominal. (3) There are more dropouts in states which provide financial support for adult education than in those which do not provide such support. 237

Zander, Alvin. Student Motives and Teaching Methods in Four Informal Adult Classes, In University of Michigan School of Education Bulletin, 22 (April, 1951) 103-106. Same: Adult Education, 2 (October, 1951) 27-31.
A summary of part of a study on the teaching of adults, the purpose of which was to explore the nature of problems in teaching adults, specifically in regard to the way in which teachers dealt with motives of students. Findings are presented in three areas: (1) motives of students and teachers; (2) procedures in the classes; and (3) evidence on fulfillment of these motives. A majority of students in four small night school classes had strong motivation to acquire something beyond information, such as social or recreational interests. Although the teachers were aware of student interests, and described their teaching methods as intended to help the students meet their needs, the methods actually used were not as flexible as described and were of limited value toward the goal of meeting student needs. The students were getting primarily information from the courses different from that which they had hoped to get. 238

4. Student Characteristics

Anikeeff, Alexis M. Scholastic Achievement of Extension and Regular College Students, In Journal of Applied Psychology, 38 (June, 1954) 171-173.

Report of a study made to evaluate scholastic achievement of extension students in comparison to that of regularly enrolled students in an attempt to determine whether extension students should receive regular college credit. Procedure, results, discussion, and summary. In view of obtained results, the advisability of granting college credit for work in evening off-campus courses is questioned. 239

Blum, Lawrence P., Ben A. Sullivan, and J. David O'Dea. Identifying Problems of Adults in Evening Schools, In Personnel and Guidance Journal, 31 (March, 1953) 376-379.

The Mooney Problem Check List was administered to eighty-five day school and eighty-five evening school students at the University of Wisconsin, Milwaukee Extension Division to determine similarity of problems. Results are presented in three tables: (1) Distribution of Day and Evening School Population; (2) Frequency of Problem Category Indications; (3) Frequency Ranking of Problem Items and Percentages of Total Responding. Conclusions and implications are: (1) Since evening students indicated fewer problems than day students, it may be assumed that increased maturity brings a reduction in problems, reluctance to admit their existence, or improved facility in problem solving. (2) Problems indicated by evening students as being of serious concern seem to be related to the relative maturity of the group. The authors believe differences in maturity level account for differences in problem types and intensity. (3) Implications of these data seem to support research in that the same counseling techniques are applicable to evening and day students. (4) Even though basic counseling techniques should remain the same, the implication seems justified that counseling tools, instruments, and aides may differ when used with day or evening students. 240

Deane, Stephen R. Who Seeks Adult Education and Why; a Description of Adult Education Participants, In Adult Education, 1 (October, 1950) 18-25.

Reports a study made at the University of Maryland in the Spring of 1949 wherein three adult education programs were investigated to determine educational, vocational, and social values and characteristics of the student population of each. The three programs were: (1) Great Books Reading and Discussion Groups at Washington, D.C. Public Libraries; (2) non-credit evening school groups of Baltimore high schools; and (3) college credit students registered with the College of Special and Continuation Studies at the University of Maryland. Marked differences were found in student characteristics among different programs. 241

Dirks, Henry B. "Dropout in the Evening Adult Schools." Ph.D. Dissertation. University of Southern California, 1955. 242

Evraiff, William. "Characteristics of Continuation School Students in Selected Communities." Ph.D. Dissertation. Stanford University, 1955. 243

Farnum, Hollis B. "A Study Comparing the Academic Aptitude of University Extension and Campus Students." Ph.D. Dissertation. University of Rhode Island, 1956. 244

Guerin, Quinon. Some Observations on Adult Reading Skills. See No. 191. 245

Hand, Samuel E. A Review of Physiological and Psychological Changes in Aging and Their Implications for Teachers of Adults. See No. 162. 246

Jenkins, David H. On Educating Adults. See No. 192. 247

Knox, Alan. "An Analysis of Certain Characteristics Related to the Nature of Adult College Students." Ed.D. Dissertation. Syracuse University, 1957. 248

Kohn, Nathan. Analysis of Students Carrying Full-Time Loads in Night School, In Association of University Evening Colleges Proceedings. Fourteenth Annual Meeting, Atlanta, 1952. Pp. 112-116.

Report of a study of two hundred students taking nine semester hours or more in night school at University College, Washington University. Analysis was made as to age, previous education, plans for working toward a degree, grades earned. Following a one-year period spent in University College, students were interviewed as to vocational adjustment, vocational attitude, avocational participation, distribution and use of time, alternate goals vocationally and professionally and their appraisal of the value of adult education. The study indicates that many adults can profit from carrying a larger academic load than sometimes considered advisable. Adult students with relatively stable vocational patterns and indications that constructuve use of energy may result in advancement, tend to be able to absorb a considerable amount of academic training in relatively concentrated doses even when holding full-time positions. Students accepted for such programs should be carefully investigated and selected. The study recommends analysis of students' personal goals and aspirations, social patterns of living, and vocational adjustment. 249

Ladd, Ernest E. "The Characteristics of Adults Enrolled During 1951-52 in the Gary, Indiana Night School Classes for Credit Toward High School Graduation." Ph.D. Dissertation. Indiana University, 1953. 250

Lorge, Irving. Adult Intelligence. See No. 194. 251

Love, Robert A. A Call For Action. See No. 222. 252

McLaughlin, Lawrence K. "Student Population in University of California Extension Classes." Ph.D. Dissertation. University of California, Los Angeles, 1951. 253

Nicklin, John R. "Characteristics of Students in a Credit Telecourse Offered by University of California Extension, Southern Area." Ed.D. Dissertation. University of California, Los Angeles, 1956. 254

Olds, Edward B. Adult Students and Their Teachers; A Study Based on Six Communities, In Adult Education, 5 (Summer, 1955) 210-219.

A study based on six public school adult education programs to obtain data on students' ages, incomes, occupations, educational level, reasons for attending classes, etc., and on teachers' ages, incomes, education, preparation for adult teaching, and interest in further professional development. 255

Preston, James M. "Characteristics of Continuing and Non-Continuing Adult Students." Ed.D. Dissertation. University of California, Berkeley, 1957. 256

Spence, Ralph B. and Louise H. Evans. Dropouts in Adult Education. See No. 178. 257

Stratton, Burton E. and Lawrence Lipsett. An Extension Division Evaluates Its Program, In Adult Education Bulletin, 13 (December, 1948) 240-244.

Report on a survey of student opinion by the Evening and Extension Division of Rochester Institute of Technology, giving results as to why students take courses; how they find out about courses; their opinions of staff and services, plant and facilities; how they rate forms and procedures; and their suggestions. 258

Styler, W. E. Two Manchester Inquiries, In Adult Education (London) 22 (March, 1950) 184-191.

A summary of a detailed report, published by the National Institute of Adult Education under the title, "Who Were The Students," 1951. During the 1947-48 and 1948-49 sessions inquiries were undertaken by Manchester Extra-Mural Department to discover characteristics of their students such as average age, occupational distribution, educational background, and lengths of membership in adult classes. Findings indicated: (1) a decline in the number of manual workers and 'educationally underprivileged' in adult education; (2) a high turnover of students from one year to another; (3) adult education is accepted by a large section of the community as a public service available in accordance with interest and inclination. 259

Whipple, James B. "Especially for Adults." Notes and Essays on Education for Adults, No. 19. Chicago: Center for the Study of Liberal Education for Adults, 1957. 70 pp.

A study to identify characteristics of adulthood which may be factors in planning courses or other educational experiences for adults. Six areas are identified in which there are distinctive characteristics of adults relevant to the educational experience: (1) adult experience, (2) emotional meanings; (3) adult patterns of thought, (4) time perspective of adults, (5) variation in time available for organized educational experience, (6) adult motivations. 260

Wright, Grace S. Persistence of Attendance in Adult Education Classes. See No. 237. 261

5. Program Planning and Evaluation

a. Program Planning

Avril, Edwin F. "A Plan for the Development of an Arts Program at the Sonoma Community Center, Sonoma, California." Ph.D. Dissertation. Columbia University, Teachers College, 1954. 262

Bunge, Adolph F. "An Experimental Study of a Process for Program Planning in Adult Education." Ph.D. Dissertation. Columbia University, Teachers College, 1955. 263

Dalton, John E. "The Organization and Administration of Adult Education Programs in Small Population Centers." Ph.D. Dissertation. University of Nebraska, 1956. 264

Degroat, Fannie M. "Elements That Seem to Contribute to Successful Adult Education Programs in Selected Public Schools of the State of New York." Ph.D. Dissertation. Cornell University, 1954. 265

Garber, Leonard. "A Plan for Meeting Most Completely the Post-High School Educational Needs of Hartford Youth." Ph.D. Dissertation. Columbia University, 1950. 266

Gilligan, Thomas J. and William T. Van Orman. "Planning a State Adult Education Program in Colorado." Ed.D. Dissertation. University of Denver, 1956. 267

Hand, Samuel E. "Community Study As a Basis for Program Planning in Adult Education." Ed.D. Dissertation. Florida State University, 1956. 268

Harris, Albert T. "Analysis of Selected Socio-Economic Data for the Purpose of Determining the Content of and the Conditions Under Which a Program of Education May Be Carried on by and for the Negro Adults of Chesterfield County, Virginia." Ph.D. Dissertation, University of Michigan, 1948. 269

Harrison, James W. "Designing Education Programs for Adults: A Comparison of Non-Credit and Credit Courses in University Evening Colleges." Ph.D. Dissertation. University of Chicago, 1957. 270

Morrow, Evelyn. "Long Range Integrated Programming for

Mumma, Richard A.

Adult Education." Ph.D. Dissertation. University of Chicago, 1957. 271

Mumma, Richard A. Barriers to the Development of an Adult Education Program, In Adult Education, 1 (February, 1951) 106-113.

A report on the barriers to development of an adult education program in public schools. Information was obtained from a questionnaire sent to school superintendents in seven hundred sixty-five cities. Analysis showed a relationship between needs expressed and the size of the city; the smaller the school system, the greater the number of classes checked as needed. Also indicated was a relationship between the number of administrators checking a type of class as needed and the state where the school is located. An assumption is that other media of adult education also are needed. Chief barriers to development of a program of adult education were: (1) lack of financial support; (2) lack of interest by adults; (3) school board limitations; (4) adult education offered by other agencies. The administrator, himself, because of insufficient leadership, interest, or time, should not be overlooked as a possible obstacle to meeting educational needs of adults. 272

Rounds, Lester E. "A Plan for Meeting the Post High School Educational Needs of Older Youth in Rockland County." Ph.D. Dissertation. Columbia University, Teachers College, 1954. 273

Siegle, Peter E. and James B. Whipple. "New Directions in Programming for University Adult Education." Chicago: Center for the Study of Liberal Education for Adults, 1957. 96 pp.

New directions in program planning by extension divisions and evening colleges, using interesting or outstanding programs in operation as illustrations. Chapters are: Programming for Liberal Arts; Programming for Businessmen, Professionals, and Technicians; Programming for Community Groups and Interests; Programming for Adult Degrees and Certificates; New Challenges-Programming and Mass Media, Programming for Aging, Programming for Alumni, Residential Programming. 274

b. Program Evaluation

Adult Education Association of the U.S.A., Committee on

Evaluation. "Program Evaluation in Adult Education." Chicago: Adult Education Association, 1952. 32 pp.

Purpose of evaluation, the evaluative process, principles of program evaluation, the role of research in evaluation, evaluation in action as illustrated by three cases, the challenge of evaluation. Selected references. 275

Banta, Clarence O. Sources of Data for Program Evaluation, In Adult Education, 5 (Summer, 1955) 227-230.

Devices used by seven public junior colleges of Colorado to determine the effectiveness of their adult education program; and the importance of data secured toward improving programs. Most frequent evaluative techniques used by the colleges were: growth in enrollment, personal conferences with students, observation and supervision of program, and record of student enrollment. Also reported were testimonials of advisory committees, student evaluation forms, and follow-up of former students. 276

Blackwell, Gordon W. Evaluation of Present Programs of Adult Education for Negroes, In Journal of Negro Education, 14 (Summer, 1945) 443-452.

In evaluating adult education for Negroes, three questions are considered as criteria: (1) Do programs reach all the people? (2) Do programs meet the more important interests and real needs? (3) Are programs effective? Influencing factors in the application of these criteria are: (1) existing patterns of Negro-White relations; (2) differences between urban and rural populations; (3) educational level; (4) economic situation of the people. In discussing the first question, the writer considers the work of various agencies and concludes that present coverage is far from adequate, with the smallest proportion of population being reached in rural areas, especially in the South. In considering meeting of interests and needs, he evaluates programs of adult education in five categories: remedial, health and nutrition, cultural, vocational and social. In considering effectiveness of programs, four points are stressed: (1) the need for research materials for general adult use, and close collaboration between research specialists and educators; (2) the trend toward group action as a method of adult learning; (3) the need for adequately trained staff; (4) the need for coordination and joint planning by adult education agencies. 277

Blakely, Thomas A., Jr. "An Evaluation of the Administration of the Educational Program at San Quentin Prison."

Ph.D. Dissertation. University of California, Berkeley, 1949. 278

Burns, Norman. Self Evaluation in the Evening College, In Association of University Evening Colleges Proceedings. Seventeenth Annual Meeting, New Orleans, 1955. pp. 23-30.

The fact that the evening college deviates from established traditions of institutions of higher learning should not lower its prestige. The important thing is that it offer evidence it is doing well what it has set out to do. The accrediting agency has had an important place in providing evidence of institutional quality based on conformity to standards, and has accomplished much in bringing order to American education. However, the limitation of concern only with attainment of minimum status, the fact that standardization may retard educational improvement by stifling individual initiative and creativity, and loss of confidence in measures of excellence expressed in quantitative terms, have led to current interest in self-evaluation as a measure of quality and stimulus to further improvement. To be maximally effective in self-evaluation, an evening college should take account of accumulated experience of other evening colleges and of other educational institutions. Guide lines for continued growth and self-evaluation should be set up by agencies such as the AUEC. These guide lines may be of two kinds: (1) suggested solutions to educational problems, and (2) techniques by which answers to educational problems may be found. A typical breakdown for purposes of evaluation provides for discussions of institutional purposes, curriculum, faculty and the instructional program, library, plant, business management, financial structure, student personnel services. The writer makes suggestions relative to those areas presenting peculiar problems for the evening college. He concludes that the evening college, which differs significantly from the day college, needs to establish its own guide lines to mark its progress toward its own goals. 279

Burch, Glen. Evaluating Adult Education, In Adult Education Journal, 6 (April, 1947) 70-75.

Places responsibility for providing adequate opportunities for adult education on the local community, discusses the role of various local agencies and institutions and lists principles for evaluation of a community-centered program. 280

California. State Department of Education. "A Survey of the

California Adult Education Program." Sacramento: State Department of Education. June, 1953. 231 pp.

A survey of public adult education in California, made in 1952 for the purpose of evaluation of the program. Part I, "Foundations of Public Adult Education in California," is a review of the legal provisions, provisions in the Administrative Code, and appropriations of state funds for adult education. Part II, "The California Adult Education Program in Action," sets forth criteria for judging the value of education activities and interprets data in the light of these criteria. Part III lists recommendations for improving adult education offerings at local and state levels. 281

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Charters, Alexander N. "An Evaluation of the Development of Certain Aspects of the Ability to Think by Participation in an Adult Education Program." Ph.D. Dissertation. University of Chicago, 1949. 179 pp. 282

Cheskie, Sophie V. "An Appraisal of the Adult Education Program of the Highland Park Public Schools, Highland Park, Michigan." Ed.D. Dissertation. Wayne State University, 1957. 283

Deming, Robert C. Characteristics of an Adequate Adult Education Program, In Adult Education, 1 (October, 1950) 25-26.

Eight characteristics of adequate programs of adult education for communities in New England as outlined at a workshop conference for New England adult educators, conducted by the U.S. Office of Education and the Office of Education of the State of Connecticut, June 26-30, 1950. 284

Evaluating Program and Performance, In Adult Leadership, 1 (April, 1953) 32 pp.

The title of the entire issue, composed of eight articles including a "Tool Kit," devoted to the evaluation of adult programs. Articles are: "What Price Honesty?" by Charles E. Hendry; "Where and How to Look for What's Wrong;" "Hurdles for Evaluators;" "Evaluating Your Program" (Tool Kit); "Evidence of Things Hoped For;" "Evaluating Goals;" "Adult Education for a New World;" "Consultation, Please." 285

"Evaluating the Evening College as a Teaching Institution." Report of the Southe[illegible] Regional Faculty Seminar, New Orleans, Louisiana, November 10-13, 1955. Chicago: Center for the Study of Liberal Education for Adults, 1955. Pages unnumbered.

This report summarizes three days of intensive work by a group of faculty members from nine colleges and universities in the Southern Region, joined by five faculty consultants from other regions. The final reports were used in the AUEC annual meeting which followed the seminar. The reports are: (1) Criteria for the Evaluation of Programming; (2) Criteria for the Evaluation of Instruction; (3) Criteria for the Evaluation of Administration. 286

Evaluation of Adult Education, In Baltimore Bulletin of Education, 25 (January-March, 1948) 153-248.

Title of the entire issue on the Baltimore Cooperative Survey and Work Survey Conference which contains: a foreword on the significance of the Baltimore Survey by W. H. Lemmel; a developmental chart of the Work-Study Conference; "A Community Problem," by Angela Broening and Mrs. Simon Sobeloff, stating values of the survey to participating agencies; "A Community Survey Through Cooperative Action," by Thomas A. Van Sant, discussing local and regional values, development of plans, successful aspects and parts that could be improved; "Launching the Work-Survey Conference," pre-conference briefing sessions for chairmen and recorders; "Summarizing the Work-Survey Conference," by Everett Preston, Kenneth Benne, Glen Burch, William Wythes, and Homer Kempfer, regional consultants. The remainder of the issue consists of reports from agencies and services surveyed, and a list of individual participants in the Work-Survey Conference. 287

Fishback, Woodson W. "An Evaluation of Teacher-Training Methods Used in an Adult Education Program." Ph.D. Dissertation. University of Chicago, 1948. 242 pp. 288

Frasure, Kenneth J. "Did the 1946-1947 Offerings and Practices of Selected Illinois High Schools Outside Cook County Meet Standards for Judging Adult Education Programs as Suggested in the Literature of Adult Education?" Ph.D. Dissertation. University of Illinois, 1948. 289

Freeman, Samuel D. Criteria for Adult Activities, In Jewish Center Program Aids, 12, June, 1952.

Presents factors affecting standards, statement of twelve criteria, response to a survey of criteria used to measure the success of adult programs in fifty-four Jewish Community Centers, joint responsibility of professional and lay leadership for planning. An evaluation form for the adult program is included with questions designed to direct evaluation of the adult activities committee, the total adult program, individual group activities, professional leadership, and methods and materials. 290

Hendry, Charles E. What Price Honesty?, In Adult Leadership, 1 (April, 1953) 3-5.
Cites cases in which administrative personnel in national organizations were resistant to and suspicious of evaluation research. These attitudes are also found in local groups. Evaluation is one of four indispensable steps in any process of educational development: (1) determining objectives, (2) formulating a plan of action, (3) carrying out the plan, and (4) evaluating results. If evaluation is to be used in programs of adult education and action, realistic strategy must be devised to identify areas and degrees of readiness and resistance to evaluation in organization. Experimentation must be attempted to discover ways of advancing evaluation against distrust. Suggests ways of cultivating readiness for evaluation. 291

Hensarling, Paul R. "A Study of the Accreditation Standards for Adult Academic Programs in Elementary and Secondary Education in the United States." Ed.D. Dissertation. University of Houston, 1957. 292

Hershey, Edna-Jean. "The Development of Evaluative Guides for Use in Adult and Vocational Educational Programs." Ph.D. Dissertation. University of Denver, 1954. 293

Kempfer, Homer H. "Checklists for Public School Adult Education Programs. U.S. Office of Education. Circular 356. Washington, D.C.: Government Printing Office, 1952. 17 pp.
Checklists by which the local director of a public school adult education program can assess his direction, gauge progress, and analyze performance in size of program, population segments served, flexibility of schedule, approaches used, methods of coordination, and cooperative practices. 294

Kempfer, Homer H. Formula for Measuring Adult Education Programs, In Adult Education Bulletin, 13 (October, 1948) 195-198.

Explanation of the "clock-hour index" proposed as a measure of the amount of public school adult education provided in a community, with reports on application of the formula from forty-four directors of adult education. 295

Kropp, Russell P. and Coolie Verner. An Attitude Scale Technique for Evaluating Meetings, In Adult Education, 7 (Summer, 1957) 212-215.

Description of a Thurstone-Chave type attitude scale, developed and tested by the authors, that was designed to evaluate short-term educational programs for adults by measuring the reaction of a total group in attendance. Items are categorized on an eleven point scale. The median for all responses is computed, thus giving a measure of the success of an activity. In addition to measuring overall reaction to a program, this scale is useful within meetings to measure and compare participant satisfaction with one process against another. It is valid as an instrument for measuring attitudes in general; it is not suitable for evaluating content or diagnosing particular aspects of program design or management. 296

Lindemann, Eduard C. and the Issue Committee. Evaluating Your Program, In Adult Leadership, 1 (April, 1953) 13-20.

Steps in evaluation, evaluation of organizational and small group functioning, and standards and methods of evaluation of their own learning by adult students in voluntary groups. A "Tool Kit" of procedures and materials for evaluating adult programs. 297

London, Jack. Evaluation: Continuing Problem in Adult Education, In California Journal of Secondary Education, 28 (December, 1953) 472-474.

Discusses essential factors of evaluation of adult education programs: determination of values, clear definition of goals, and application relevant to the program under study. 298

Miller, Harry L. "Evaluating Courses, Not Students, An Evening College Experiment With Objective Devices." Notes and Essays on Education for Adults, No. 3. Chicago: Center for the Study of Liberal Education for Adults, 1953. 8 pp. Condensed in: School and Society, 77 (March 21, 1953) 180-183.

Evaluation usually means measurement by examination of students' assimilation of material of a course. Reasons why courses, not students, should be evaluated in evening colleges are: (1) Range of interests, backgrounds, and abilities among evening students is great. (2) Aims of adult liberal arts students differ greatly from undergraduate or professional school aims. (3) Many adults in evening colleges take a hand in formation of curriculum and methodological policy by dropping out of a class not relevant to their aims. Describes five experimental courses prepared in 1951 by the Center for the Study of Liberal Education for Adults for use in evening colleges. The writer, who planned the course and wrote the discussion guide, taught the course at Northwestern University, University College. To test whether the course met educational needs, he first defined the purposes of the course. Subjective and objective techniques used for obtaining evidence of success in relation to these goals are described. As a result of evaluation, several decisions were made concerning the next presentation of the course. The most important generalization to be drawn from this experience is assertion of the need to abandon the guess method of evaluation. Increased and widespread testing of evaluation devices that measure courses rather than students can lead to greater effectiveness of general education. 299

Moss, Ira M. "A Description and Appraisal of Programs and Services in Selected Homes for the Aged." Ph.D. Dissertation. Columbia University, Teachers College, 1956. 300

Powell, Oscar R. "A Study of Peer Evaluation in an Adult Group Learning Situation." Ph.D. Dissertation. University of Denver, 1954. 301

Rushing, Joe B. "A Critical Analysis of Adult Education in Junior Colleges in the United States." Ph.D. Dissertation. University of Texas, 1952. 302

"Score Card for Community Adult Education Programs. East Lansing, Michigan: Continuing Education Service, Michigan State College, June, 1951. 20 pp.

Lists forty items for evaluation divided into five sections: community, organization and staff, programs, publicity and promotion, evaluation. Appendixes list immediate, intermediate, and long-term objectives; and explain the use of the clock-hour formula. 303

Stratton, Burton E. and Lawrence Lipsett. An Extension Division Evaluates Its Program. See No. 258. 304

Timken, Joseph E. "A Study to Determine the Adequacy of Three Selected Oklahoma Public School Adult Education Programs." Ph.D. Dissertation. Oklahoma Agricultural and Mechanical College, 1952. 305

U.S. Office of Education. Evaluation of Adult Education, In Adult Education Ideas. Issue No. 12. Washington, D.C.: Government Printing Office, November, 1950. Pp. 1-2.

Evaluation is defined as the process of comparing actual characteristics with desirable characteristics and must be in terms of immediate, intermediate, and long-term objectives. Evaluation is most useful in revealing opportunity for improvement and in stimulating growth. Maximum growth occurs in self-evaluation which involves all of those affected by a program. Ideally evaluation should be continuous although appraisal points occur at specific times. To compare one program directly with another is unsound; results can best be compared with previous results in the same situation or with an ideal. Public school directors of adult education programs should be concerned with evaluation of the quantitative aspect, or scope of the program, and the qualitative aspect, concerned with changes in behavior made by the program from the community viewpoint and from the individual viewpoint. Checklists, rating scales, committee judgment, questionnaires to and interviews with participants, and judgment of outsiders are among evaluative tools useful in measuring operational efficiency. 306

Van Sant, Thomas A. The Baltimore Cooperative Survey and Work-Survey Conference, In Adult Education Bulletin, 12 (February, 1948) 87-93.

Describes techniques used in the Baltimore Survey Project which included two main parts: a survey of the adult education program of one city by the adult education leaders of that community; a three-day work conference at which adult educators from other cities and states worked with local leaders in evaluating, resurveying, and reforming survey reports. The article gives the over-all plan of the project and the values and results of the venture. 307

Van Sant, Thomas A. A Community Survey Through Cooperative Action, In Baltimore Bulletin of Education, 25 (January-March, 1948) 156-168.

Values of the 1947 Baltimore Cooperative Survey and Work Survey Conference locally and regionally; development of plans and organization of the Survey and Conference; a list of successful aspects, and a list of parts that could be improved as a result of Baltimore experiences if undertaken by another group. 308

6. Research Needs and Methods

Benne, Kenneth D. The Future of Work-Survey Conferences, In Adult Education Bulletin, 12 (February, 1948) 93-96.

Comments on the value of the Baltimore Survey and Work Conference of adult education. Observations on the importance of the convergence of two significant movements in adult education: (1) the work group conference movement, and (2) the cooperative action research movement. Discusses each movement as to purpose and function. Ends with a statement of the possibility of applying the principles and methods of this conference to future development of adult education. 309

Deane, Stephen R. Interview as a Tool of Adult Education Research, In Adult Education Bulletin, 14 (June, 1950) 150-157.

The second article on the study to produce information of value to adult education administrators and to demonstrate a methodology for further research in education and social science areas. Discusses advantages of the interview over the mailed questionnaire, such as providing greater opportunity for use of discussion type questions, inclusion of more items, greater response, more detailed answers, etc. The article includes the schedule of questions used in the interview with a discussion of the questions. 310

Deane, Stephen R. Sampling Control in Adult Education Research--A Case Study, In Adult Education Bulletin, 14 (February, 1950) 84-88.

The first of two articles on the use of scientifically valid controls in adult education research. Discusses sampling methods, - randomization, stratified random sampling, quota technics, and how these principles are applied to research in adult education as illustrated by refence to the author's study of students in three major types of adult education: (1) a Great Books discussion group; (2) non-credit courses by various agencies; (3) college credit courses by university extension. 311

Eckhoff, Harry C. General Educational Development Tests in Adult Education, In Adult Education Bulletin, 13 (June, 1949) 144-149.
Describes the United States Armed Forces Institute Tests of General Educational Development, and implications for their use in adult education programs. 312

Flanagan, John C. Contribution of Research in the Army Air Forces to Educational Policy, In Educational Record, 28, Supplement 16 (January, 1947) 78-90.
Describes the research programs in the Army Air Forces for evaluating individual differences, determining critical requirements, and providing predictive tests and scientifically developed courses and counseling services. Recommends that techniques and procedures found successful in the coordinated research program in the Army Air Forces be utilized for research in education. 313

Harrison, J. F. C. The Materials for the Early History of Adult Education, In Adult Education (London), 23 (March, 1951) 273-278.
States the need for research on the histories of individual aspects of adult education in the 19th century, with a view to their ultimate assimilation into a general history of adult education in Great Britain. Discusses the questions of how the subject material can be broken down, and where the material for the study can be found. 314

Havighurst, Robert J. Social Roles of the Middle-Aged Person, A Method of Identifying the Needs of Adults. See No. 217. 315

Lorge, Irving. Research Needs, In Adult Education, 1 (December, 1950) 73-79. Same condensed: Education Digest, 16 (March, 1951) 34-37.
Areas of needed research are: the mental functioning of the adult, with preparation of adequate tests of intelligence and abilities; the nature of the learning process, including relation of learning to previously learned materials and established habits, relation to meaningfulness, basic concepts of retention as a function of meaning and influence of meaning on transfer of training; effectiveness

of various media of communication for adults; adjustment problems of the aging, with studies on motivation, interests, attitudes, values, and other aspects of personality; the influences of early learning on adulthood; educational preparation for later maturity. 316

Love, Robert A. Use of Motivation Research to Determine Interest in Adult College-Level Training. See No. 223. 317

Maaske, Roben J. "Needed Research in Adult Education; Report." National Education Association. 1949. 32 pp. Same condensed in: American Educational Research Association, "Growing Points in Educational Research; Official Report," 1949. Pp. 101-111. Excerpts: Adult Education Bulletin, 14 (April, 1950) 120-121; A. L. A. Bulletin, 44 (April, 1950) 121-122.

The Chairman of the Joint Committee for the Exploration of Needed Research in Adult Education explains methods used in preparing the report. Five members of the committee were appointed in 1946 jointly by NEA Department of Adult Education and American Educational Research Association. Twenty-five main categories or areas were identified and significant research problems within each area were compiled. Each committee member selected five areas and enlisted the cooperation of leaders in these areas in stating the most significant needs for research data and information. The report lists the categories with their suggested study and research problems and a brief introductory paragraph for each section. 318

Raybould, Sidney G. Research in Adult Education. See No. 171. 319

Spence, Ralph B. Role of Research in Adult Education, In Adult Education, 3 (February, 1953) 76-79.

Ways in which social science research can help adult educators. Author urges cooperation between educators and social scientists to systematize needed research on the education of adults. 320

7. Training of Teachers of Adults

Fishback, Woodson W. "An Evaluation of Teacher-Training Methods Used in An Adult Education Program." Ph.D.

Hendrickson, Andrew

Dissertation. University of Chicago, 1948. 242 pp. 321

Hendrickson, Andrew and John A. Spence. Professional Training Programs for Adult Educators, In Adult Education, 3 (September, 1953) 191-192.

Report of a survey of institutions offering professional training in adult education for the 1952-53 academic year. Responses from seventy-five per cent of the ninety-six institutions included disclosed that forty-one were including professional adult education offerings, with fourteen offering Master's and Doctor's degrees. In addition, twenty-seven institutions provided special programs ranging from non-degree institutes to a total of twelve semester hours of work. A wide variety in numbers of offerings and in the nature of the courses was evident. See No. 327 for reference to the complete report. 322

Hockabout, Marvin C. "The In-Service Teacher Training Program for Teachers of Adults in California." Ph.D. Dissertation. Stanford University, 1952. 323

London, Jack. Are Adult Teachers Being Trained? In California Journal of Secondary Education, 32 (February, 1957) 96-102.

Report of a survey of a public school adult program in an industrial community in the San Francisco Bay Area examining characteristics of eighty-three professional and lay teachers with respect to their professional training. This paper is concerned only with phases of the problem of providing professional training for practitioners in adult education under auspices of the public schools. This discussion focuses on examination of the extent of professional training secured by these teachers since obtaining their initial positions in adult education and on their attitudes toward need for securing additional professional training in adult education. It was found that a larger percentage of lay than of professional teachers take professional training in adult education after initial appointments, feel the need for more training, and are willing to take more training. Although California provides a statewide in-service professional training program in adult education, relatively few adult administrators and teachers are utilizing this service. There are few direct pressures upon adult teachers to obtain professional training in adult education, but findings reveal that a considerable percentage had secured such training and that those who had, appreciated its value. Findings imply that adult administrators should undertake more systematic programs of educating their staffs on the value and importance of professional training. 324

Mumma, Richard A. Effective Instruction in an Evening Program for Adults, In Adult Education, 1 (June, 1951) 183-189.

Research is needed to adumbrate effective instruction in adult classes which present special problems because of the heterogeneity of students' ages, interests, abilities, academic backgrounds and educational objectives. Qualities essential to good adult teaching are presented and suggestions are made regarding selection and organization of content and teaching methods. 325

"Professional Preparation of Adult Educators; A Symposium." Notes and Essays on Education for Adults, No. 15. Chicago: Center for the Study of Liberal Education for Adults, 1956.

Includes: Professional Education for Educators of Adults, by Cyril O. Houle, with discussion by Paul Bergevin, Robert J. Blakely, Watson Dickerman, Paul L. Essert, Andrew Hendrickson, Abbott Kaplan, Burton W. Kreitlow, Jack London; Some Common Interests of Adult Education Leaders, by Thurman White; A Review of Professional Preparation Programs, by Elwin V. Svenson. These articles are reprinted from Adult Education, Vol. 6, Spring, 1956. See Nos. 328 and 332 for annotations. 326

Spence, John A. "Opportunities for Professional Training In Adult Education Offered by Colleges and Universities in 1952-53, Exclusive of Summer Sessions." Ohio State University, Bureau of Special and Adult Education, 1953. 8 pp. See No. 322 for annotation. 327

Svenson, Elwin V. A Review of Professional Preparation Programs, In Adult Education, 6 (Spring, 1956) 162-166. Reprinted in No. 326.

This article, adapted from a doctoral dissertation (see next item), attempts: (1) to identify institutions of higher learning whose departments or schools of education provide opportunities for professional study in adult education; and (2) to analyze those study programs leading to advanced degrees in adult education. States four hypotheses, summary of findings in terms of the hypotheses, and some implications of the study for the role of universities in this field, for other agencies providing professional training in adult education, for professors of adult education, and for adult educators. Includes a list of institutions offering professional training in adult education classified according to type of program offered. 328

Svenson, Elwin V. "A Study of Professional Preparation Programs for Leaders in Adult Education Offered by Schools of Education." Ed.D. Dissertation. University of California, Los Angeles, 1954. 329

Weinhold, Clyde E. "Proposed Standards for Teachers and Directors of Adult Education in New Jersey." Ph.D. Dissertation. Rutgers University, 1957. 330

White, Thurman J. "Similarity of Training Interests Among Adult Education Leaders." Ph.D. Dissertation. University of Chicago, 1951. 331

White, Thurman J. Some Common Interests of Adult Education Leaders, In Adult Education, 6 (Spring, 1956) 155-162. Reprinted in No. 326.

Based on the author's doctoral dissertation (see preceding item), a study which isolated in-service training topics in which adult education leaders have a high degree of common interest. Findings showed a high common interest in: (1) an understanding of basic educational needs of adults; (2) insight into changing interests of adults; (3) ability to apply psychological principles of selection of objectives; (4) techniques for relating programs to needs and interests of adults; (5) techniques for relating programs to needs of the community; (6) recognizing community needs and resources important to adult education programs; (7) methods and (8) materials suitable for mature people; (9) procedures for keeping up with new developments for adult education programs. Discusses implications of findings for those concerned with development of a leadership training program, for agencies having the social responsibility for general leadership training, for planning of community leadership training programs. Findings also strengthen the concept of a field of adult education and general recognition of adult education as a field in the science of education. 332

B. Historical Studies

Arnold, James E. "A Study of Adult Education Through University Extension with Special Reference to the University of Tennessee." Ed.D. Dissertation. University of Tennessee, 1955. 339

Brian, D. Garron. "Adult Education in the Church of Jesus Christ of Latter Day Saints." Ph.D. Dissertation. University of Chicago, 1956. 334

Burrell, John A. "A History of Adult Education at Columbia University, University Extension and the School of General Studies." New York: Columbia University Press, 1954. 111 pp.

This volume forms a part of the bicentennial history of Columbia University. The first chapter traces the early history of extension teaching at Columbia beginning with the plans drawn up in 1830 by the Board of Columbia College for a literary and scientific course in extension. The first director of Extension Teaching was appointed in July, 1904. During its first six years Extension Teaching was fostered by Teachers College, but the administrative board included officers from other parts of the University. The second chapter gives the history of the Institute of Arts and Sciences established in 1913 for popular education in literature, art, and music carried out through lectures, discussions, forums, films, concerts, and short courses. Chapter III deals with Home Study, a branch of Extension Teaching for correspondence instruction without academic credit, begun in 1919 and ended in 1937. Chapter IV describes several programs which were at some time under Extension or the School of General Studies in business, the professions, languages, and the arts. Chapter V is mainly a listing of teachers and courses taught throughout the history of university extension at Columbia. Chapter VI deals with controversies concerning university extension and criticisms and defenses of Columbia's policies. Chapter VII discusses the origin of the School of General Studies which was established in July, 1947. It replaced University Extension and established the program more firmly and legitimately in the University family. The Faculty of General Studies was created in February, 1952. A final chapter, "Epilogue," presents further comments on services to the urban community of Columbia's program of adult education and points out the dual interest of degree and non-degree students and the danger of overemphasis on the former, and the problem of uncertainty of registration from semester to semester in the School of General Studies. 335

Elkin, Harry. "Adult Jewish Education in the United States." Ph.D. Dissertation. Dropsie College, 1954. 336

Finkelstein, Elizabeth. "A Survey of Adult Education in 296 Public Schools in the U.S.A., 1938-1947 Inclusive." Ph.D. Dissertation. Temple University, 1950. 337

Getsinger, Joseph W. "The History of Adult Education in the Public Schools of California." Ed.D. Dissertation. Stanford University, 1949. 338

Grattan, C. Hartley. "In Quest of Knowledge, a Historical Perspective on Adult Education." New York: Association Press [c1955]. 337 pp.

A selective, historical treatise sponsored by the Fund for Adult Education. Part I defines adult education and discusses implications. Part II gives the Western European background up to the industrial revolution, with chapters on Preliterate Man, Greece, Rome, and the Middle Ages. Part III is the history of adult education in Great Britain from its beginning in the eighteenth century to the present time. Part IV, which is the focus of the book, traces the history of adult education in America from its beginnings in the Colonial Period to the 1950's, including development of the lyceum, chautauqua, university extension, vocational education in agriculture and mechanic arts, adult education in public schools, libraries, the labor movement, and societies and clubs, organizations of professional adult educators, use of mass communications, and the present status of adult education. The final chapter points out problems such as the gap between idea and reality in adult education, the need for attention to the study of the humanities, the social sciences, the arts, and science for cultural enrichment of adult education, basic problems of personnel, leadership and finance, and obstacles and challenges. 339

Grumman, Russell M. and others. "University Extension in Action." Extension Bulletin V. 26, No. 1. Chapel Hill: University of North Carolina Press, 1946. 175 pp. Also published as a University of North Carolina Sesquicentennial Publication, 1947.

Section I traces the history of extension at the University of North Carolina. Section II includes descriptions of extension class and correspondence instruction, special aspects of extra-mural in-service teacher education, post-graduate medical and dental courses, short courses and institutes, and study tours. Section III traces the history of library extension service since its beginning in 1907. Section IV describes activities in the areas of art, audio-visual education, debating, athletic and academic contests, drama, English, music, public forums, lectures, publications, radio, and recreation. Section V discusses University Extension's cooperation with state, regional, and national organizations. Section VI describes special University agencies of adult education such as Bureau of Business Services and Research, Folklore Council, Institute for Research in Social Science, Institute of Government, Inter-American Institute, and University of North Carolina Press. Section VII describes special services during the war and reconstruction period, including the Carolina Playmakers, Carolina Institute of International Relations, Southern Council on International Relations, University Center for Civilian Morale Service, Engineering, Science, and Management War Training, U.S. Armed Forces Institute, War Information Center, etc. Section VIII discusses recent developments and future trends such as the Communication Center, Workers' Education, greater participation in the cultural and recreational life of the State, the task of training leaders and teachers and developing teaching materials, development of the Division of Research Interpretation, etc. 340

Hugg, Alan E. "Informal Adult Education in the Y.M.C.A.; A Historical Study." Ph.D. Dissertation. Columbia University, 1951. 341

Jackson, George A. "A History of the Adult Education Program in the Los Angeles Public Schools." Ph.D. Dissertation. University of California, Los Angeles, 1957. 342

Kelly, Thomas. "Outside the Walls, Sixty Years of University Extension at Manchester, 1886-1946." Manchester: University of Manchester Press [1950] 124 pp.

Part I gives the history of the early development of extension work and its pioneer administrators and teachers at Victoria University at Manchester from its beginnings in 1886 to 1903, when the federal university was dissolved. Part II is an account of extension work at Manchester

University from 1903 to 1946, including work of the W.E.A., the tutorial class movement, effects of World War I and its aftermath, the period between the wars, and development and expansion during World War II. Epilogue by R.D. Waller. 343

Mann, George C. and J. Wilson Getsinger. "Development of Adult Education in California." Revised by Stanley E. Sworder. California State Department of Education Bulletin, Vol. 26, No. 13. Sacramento: California State Department of Education, December, 1957. 99 pp.

Part I is a summary of the history of adult education in California from its beginning in 1856, presented in Getsinger's doctoral dissertation (see No. 338). Part II "Current Programs of Adult Education in California," deals with the philosophy, purposes, and structure of adult education in California at the present time, which are more meaningful when studied in relation to the history of the program. 344

Rosentreter, Frederick M. "The Boundaries of the Campus, a History of the University of Wisconsin Extension Division, 1885-1945." Madison: The University of Wisconsin Press, 1957. 210 pp. Also Ph.D. Dissertation. University of Wisconsin, 1954.

The book is a revision of the doctoral dissertation. The first chapter examines the meaning of university extension and traces its early development in England and the United States. Subsequent chapters give a detailed, historical account of activities, problems, conflicts, and personalities throughout the history of extension work at the University of Wisconsin from the establishment of Farmers' Institutes in 1885 and the formal creation of an Extension Division in 1906 through World War II and the post-war period. The final chapter is a summary and evaluation. 345

Schoenfeld, Clay. Fifty Years of Wisconsin Extension, In School and Society, 83 (March 3, 1956) 78-80.

The year 1906 marked the formal birth of the "Wisconsin Idea" of partnership between people and university which was to make the University of Wisconsin famous as a pioneer in university extension. Individual instruction has always been the hallmark of Wisconsin Extension enterprise, but it has been matched by broad public service projects. Today the university extension concept is flourishing as never before throughout the world, as people recognize that foundations of peace and prosperity must be established in the minds of men. Statistics show the growth of the Wisconsin Extension Division in number of students, faculty, budget and organization. The Extension Division has become the instrument used by the university and, in a broad sense, by the state to discover new educational needs, interpret them to the University and translate them into educational action programs in all parts of the state. Some of the new activities and trends of the Wisconsin Extension Division at present are: a wide range of institutes and conferences to meet specific needs of professional and functional groups in the state; a critical survey and experimentation in the correspondence study program; constantly growing programs of general adult education; use of educational television; research in social sciences in order to capitalize on unique field facilities of the Division; analysis and realignment of field organization; growth of off-campus graduate programs. The University will seek in the next fifty years to be of even greater service to the people and places of Wisconsin. 346

Stephan, A. Stephan. Backgrounds and Beginnings of University Extension in America, In Harvard Educational Review, 18 (March, 1948) 99-108.

University extension was an English importation in the latter part of the last century. The soil for the planting of the extension movement in America was prepared by previous efforts in adult education, by the cardinal position of education in American life, and by the social conditions of the times. The American Lyceum and the Chautauqua were predecessors of university extension. The first introduction of the English system of university extension was in 1887. During the 1870's and 1880's a number of related movements came into existence including vacation schools, evening schools, social settlements, Teachers and Parents Associations, Federation of Women's Clubs, and farmers' institutes. Much of the extension work of the early days was patterned after the English system with emphasis on the lecture system and an organizational system of local extension centers. A list of American universities is given with dates of organization and reorganization of university extension. After a period of quiescence there was a revival of interest in university extension about 1906. In 1915 the National University Extension Association was organized, composed of extension divisions of state universities and larger private universities. The lecture system and loose methods of organization were replaced by a more connected form of study in regular class work and organization of separate administrative units. University extension in America has continued to develop through extension classes, correspondence instruction, short courses, conferences, institutes, and a variety of service functions. 347

Stockton, Frank T. "The Pioneer Years of University Extension at the University of Kansas." University Extension Research Publication. University of Kansas, April, 1956. 39 pp.
The beginning of adult education and related activities at Kansas, tracing the course of events which led to the organization of an Extension Division in 1909. 348

Thomas, Ralph R. "A History of the First Hundred Years of Public School Adult Education in Buffalo, New York." Ed.D. Dissertation. University of Buffalo, 1957. 349

Wadler, Nathan. "Adult Jewish Education in New York." Ph.D. Dissertation. Columbia University, Teachers College, 1952. 350

Warner, Gordon. "A History of the Continuation Education Program in California." Ed.D. Dissertation. University of California, Berkeley, 1954. 351

Wilson, William P. "The History and Development of the Public Adult Education Program in Chicago." Ph.D. Dissertation. University of California, Los Angeles, 1948. 352

9. Other Surveys and Studies.

Adult Education Association of the U.S.A. National Commission on Adult Education Finance. "Financing Adult Education in America's Public Schools and Community Councils," complete report by Edward B. Olds, Research Coordinator. Washington, D.C.: A.E.A. [1954] 124 pp.
Report of a research study on financing of public school adult education and coordinated adult education programs outside the public schools. Major sections of the report are: Financing Adult Education in Public Schools; Financing the Local Coordinative Effort; Studying the Financing of Adult Education in Other Fields. The final section summarizes major kinds of findings and lists fifteen recommendations with supporting conclusions based on the

study. The appendix explains methods and sources used in the study. 353

Allion, Helen and Robert A. Luke. Public School Adult Education in the United States; Report of a Survey, In Adult Education, 3 (February, 1953) 69-75.

Report of a comprehensive survey of public school adult education programs. See No. 390 for complete report. This article summarizes major findings under the headings: objectives, costs, how adult education programs are supported, the adult student, program content, trends in enrollment in various content areas, teaching methods, the adult school director, the adult teacher, publicity and promotion, relating the program to the community, community services. 354

Brown, Frank R. "Training Centers for Leadership Education." Ph.D. Dissertation. Columbia University, Teachers College, 1956. 355

Campbell, George W. "University Extension Centers in the United States." Ed.D. Dissertation. Columbia University, Teachers College, 1957. 356

Clark, Burton R. "Adult Education in Transition: A Study of Institutional Insecurity." Ph.D. Dissertation. University of California, Los Angeles, 1956. Also published as: University of California, Publications in Sociology and Social Institutions, Vol. 1, No. 2, 1956. 202 pp.

A sociological study of educational administration of the adult school in California and the way it has been shaped in the last quarter of a century as a distinct type of public school enterprise. The study includ the historical background of adult education in California; statewide conditions of administrative action; detailed analyses of an adult school organization in Los Angeles; the impact of state legislature and the junior college on position and security of the adult school. Wider implications of the study are developed and appendixes give the methodology of the research. The general finding of the study is that the adult school in California has gradually taken on a service character, with programs adaptive to interests of students and community groups and little affected by professionally set goals. This tendency stems from three basic conditions of administrative decision making: marginal status, open-ended purpose, and pressures of enrollment economy. 357

Clark, Edwin C. "The Upward or Outward Extension of Education in Burbank, California." Ed.D. Dissertation. Stanford University, 1955. 358

Cooper, William M. Adult Education Programs of Negro Colleges and Universities, In Journal of Negro Education, 14 (Summer, 1945) 307-311.

Report of a survey of one hundred six Negro institutions in 1944-45 on: (1) adult education carried on by Negro colleges; (2) major problems encountered; (3) plans for future adult education programs; (4) evaluation and recommendations for improvements. Offerings ranged from none to extensive, well-balanced programs providing systematic study in classes and informal and mass education activities. Some of the outstanding programs are described. Major problems are classified as: (1) problems within the college, and (2) problems within adult groups served. Twenty institutions indicated plans to continue present programs and add new ones. Evaluation indicated promising beginnings and future expansion despite limited resources. Recommendations include items on staffing, research needs, program concentration, and use of radio and audio-visual aids. 359

Crimi, James E. "Adult Education in the Liberal Arts Colleges." Notes and Essays on Education for Adults, No. 17. Chicago: Center for the Study of Liberal Education for Adults, 1957. 38 pp. Also Ph.D. Dissertation. University of Chicago, 1957.

Results of a study made in 1953 of over four hundred liberal arts colleges to determine: (1) whether independent liberal arts colleges of the United States are engaged in adult education; (2) the extent and nature of their efforts; and (3) why they have added this function. Summary of (1) analysis of adult enrollment statistics, geographical differences, sources of control, size of college, size of community, trends; (2) variety, types, content, and typical patterns of liberal arts college adult education and the place of the teacher in adult work of these colleges; (3) reasons why adult education is offered in liberal arts colleges. Concludes that the question of whether liberal arts colleges should engage in adult education is philosophical and not a matter for research. The data presented in the study may assist colleges in deciding whether it is expedient and appropriate to examine opportunities and obligations in the field of adult education, if there are unmet college-level educational needs in the community, if meeting such needs would violate important institutional policy or philosophy, and if such action can bring significant values to the college. 360

Curry, William F. "A Descriptive Study of A Continuing Type of Short-Term Training." Ph.D. Dissertation. Columbia University, Teachers College, 1954. 361

Dean, Leland. "A Study of the Attitudes of Adult Conference Participants Toward Three Types of Conference Experiences." Ph.D. Dissertation. Michigan State University, 1956. 362

Essert, Paul L. and Coolie Verner. Education for Active Adult Citizenship, In Teachers College Record, 53 (October, 1951) 16-31.

The Institute of Adult Education, Teachers College, Columbia University undertook a program of research in October, 1949, to explore problems and develop techniques of education for citizenship. This program has taken the form of two lines of inquiry: (1) a study of individuals educating themselves for more responsible citizenship, and (2) an investigation into the role of community institutions primarily concerned with the educational development of adults as resources in furthering the process of self-education. The Institute undertook specific studies on individuals in their personal groups, and individuals in their community groups, and attempted through several research projects to examine the functioning of specific institutions in terms of their operations as resources for furthering development of effective citizenship, including (1) an intensive study in an urban area to discover effectiveness of the impact of existing institutions upon lives of people and their resultant responses; and (2) studies of institutions of higher learning in regard to three potential areas, - basic research in complexities of community life, social services direct to the community, and training potential professional leaders; (3) studies of ways a library might function most efficiently as sponsoring agency for discussion of current problems through formation of groups utilizing resources of local libraries; and (4) studies of school districts to determine means of sustaining interest of people from all sections of a district in school affairs. Education for citizenship is taking place but activities are too scattered and disorganized to fulfill the need. The educator has the responsibility of developing processes for broadening dissemination of methodology leading to universal participation. Such studies as those of the Institute help to clarify purposes of research in this area and to delineate specific sectors which further study must explore. In its essence this investigation into problems of education for active adult citizenship is directed toward the process of equipping people with ability to make adjustments to social changes and toward evaluating these changes in terms of people's reactions to them in directing the course which change will pursue. To achieve an understanding of the process of citizenship education, research and experimentation must involve three major areas: (1) the individual in his personal group; (2) individual and personal group relationships to social institutions; and (3) individual, personal group, and social institutional inter-involvement in the total community structure. 363

Essert, Paul L. Report to Teachers College on Adult Education in the United States and Its Implications to Education. See No. 43. 364

Fitchett, E. Horace. What are the Responsibilities of Negro Colleges for the Adult Education of Negroes in the Post-War World?, In Quarterly Review of Higher Education Among Negroes, 13 (April, 1945) 94-112.

If the Negro college has a special responsibility for the education of the adult Negro, that assumption must be based on the supposition that: (1) the Negro has a special set of problems which no other agencies can or will undertake to solve; (2) these problems can be solved by the colleges; and (3) the Negro adult population is not only educable but it is accessible. In order to articulate the dynamic movements, emerging problems, and unfolding plans of this period of crisis, the writer explored the following sources of information: Questionnaires were sent to fifty-one Negro colleges and universities in fifteen states and the District of Columbia requesting information on: areas in which they thought the most difficult problems would develop for the Negro in the post-war world; groups of people for which their programs were designed; courses offered to meet the needs envisaged; and methods employed for instructional purposes. The second approach was to solicit statements from leaders in areas in which needs of the adult Negro are most eminent. A third source was questionnaires sent to three hundred service men and women to ascertain what they considered difficult problems they would meet on return to civilian life. Returns from this source were received too late to be included. Findings are presented, including tabular information, for each area of inquiry in the first questionnaire. Conclusions are that the spheres constituting greatest difficulty and need are: (1) labor and economic adjustment, (2) civic and political participation, (3) mental and physical health, (4) parenthood and family relationships. The study shows a glaring inadequacy in present offerings for preparation to cope with anticipated problems. However, many institutions are using methods of instruction which will be valuable in developing a more effective program of adult education. Experience of the national government will cause it to give support to such endeavors. Educators will not seriously undertake a plan for adult education until they develop a sound philosophy. The writer cites the recommendations of the Survey of Higher Education of Negroes as a tenable point of view. 365

Freeman, Samuel. "Adult Education in the Jewish Community Center." Ph.D. Dissertation. Columbia University, 1953. 366

Hutchinson, E.M. Liberal Education in a Technical Age, In Adult Education, 6 (Summer, 1956) 195-201.

An article on the report of the National Institute by the same title, published in 1955. (See No. 386). Discusses the central question of the report, scope, background, and findings, with a summary of conclusions and recommendations, and next steps for the National Institute in order to expand the initial impulse which the report provided. 367

Jenkins, Thomas S. "Correspondence Course Instruction and Investigation of Practices, Regulation, and Course Syllabi as Developed in State Teachers Colleges." Ph.D. Dissertation. University of Oregon, 1953. 368

Kempfer, Homer H. "Adult Education Activities of the Public Schools; Report of a Survey, 1947-48." U.S. Office of Education. Pamphlet 107. Washington, D.C.: Government Printing Office, 1949. 21 pp.

An inquiry was sent to 3,613 school districts in communities having a 1940 census population of 2,500 or more. Checklists included thirty-seven types of education for adults and out-of-school youth; twenty-two categories of subject matter; three levels of study (elementary, secondary, college); eight types of places in which adult education activities are conducted; enrollment; whether or not there was a lay advisory committee council. Detailed results are given in tabular form. Conclusions drawn from the results are that adult education is relatively highly developed in a number of individual schools and in a few states. The limited number of adults served by most public schools in light of the widespread and growing interest in adult education suggests that a great many districts are providing too little opportunity for continuing education. 369

Kempfer, Homer H. How Much Adult Education Do 444 School Programs Provide?, In School and Society, 75 (January 12, 1952) 26-27.

A report on the amount of adult education provided by four hundred forty-four public schools during 1948-49 and 1949-50 school years, as measured by the "clock-hour index," which shows the relationship between amount of time spent in educational activities and the total adult population of a community. 370

Kempfer, Homer and Grace S. Wright. "100 Evening Schools." U.S. Office of Education. Bulletin 1949, No. 4. Washington, D.C.: Government Printing Office, 1949. 71 pp.

A study of one hundred representative public adult evening schools in thirty-six states. Information, which was collected by a combination of methods, is divided into sections on: programs of evening schools, schedules, administrative and instructional staffs, supervision, lay advisory committees, housing, finance, promotion methods. Conclusions cite a wide range of change. Instead of limiting its emphasis to individual self-improvement, the trend of the evening school is toward developing a broader consciousness of its responsibility to the whole community. Activities and methods which break with traditional patterns have been widely introduced. The evening school is becoming a part of the total community program of adult education sponsored by the public schools. Evening schools are looking beyond ranks of professional teachers for leadership. They are recognizing the necessity of adequate publicity. State aid has a marked bearing on development of evening schools. Appendix lists schools studied. 371

King, William H. "The Administration and Function of An Adult Center of Education." Ph.D. Dissertation. Columbia University, 1951. 372

Laidlaw, Alexander F. "The Campus and the Community." Ed.D. Dissertation. University of Toronto, Ontario College of Education, 1956. 373

Laird, Bryon F. "A Survey of the Certificate and Terminal Curricular Offerings of University Extensions and Evening Colleges." Ph.D. Dissertation. Indiana University, 1954. 374

Larson, Vernon C. "A Survey of Short Courses in the United States and Canada." Ph.D. Dissertation. Michigan State University, 1955. 375

Levine, Herbert. "The Union Leadership Academy, a Union-University Experiment in Labor Education." Ed.D. Dissertation. Columbia University, Teachers College, 1957. 376

Liveright, Alexander A. "Lay Leaders in Adult Education." Ph.D. Dissertation. University of Chicago, 1956. 377

Malamud, Daniel I. "A Participant-Observer Approach to the Teaching of Human Relations." Notes and Essays in Education for Adults, No. 10. Chicago: Center for the Study of Liberal Education for Adults, 1955. 35 pp.

The writer summarizes his experience with the discussion method of teaching courses in the psychology of personality and interpersonal relations, and presents techniques found useful in teaching an adult education course at New York University. The teacher attempts to (1) excite the student's curiosity about aspects of behavior hitherto overlooked, taken for granted, or considered insignificant; (2) motivate him to discover his own insights; and (3) help him to absorb these insights in a personal-emotional way rather than to accumulate them as psychological facts. The students' classroom experiences and reactions become the major subject matter of the course. Student evaluations indicate the high degree of success with which the workshop met their needs. 378

Martorana, Sebastian V. Problems in Adult Education in the Junior College, In Junior College Journal, 18 (November, 1947) 115-123.

An investigation by the Committee on Curriculum and Adult Education and the Research Office of the American Association of Junior Colleges was made in 1947 to gather information in two major areas: (1) problems in inauguration and expansion of adult education programs that junior college administrators consider are in need of detailed study; and (2) present extent of activity in the field of adult education in junior colleges. This article presents findings concerning problems confronting adult education programs in junior colleges. Inquiries were sent to six hundred forty-eight junior colleges, with three hundred thirty-seven or 52 percent responding. Respondents rated thirteen problems listed on inquiry form and added and rated additional problems. Ratings of public junior colleges, of private junior colleges and of all junior colleges are given in tabular form. It is recommended on the basis of findings that the Association's Committee on Research and Service should consider these questions: (1) bases for determining need for courses in adult education; (2) problems of instructional staff; (3) scope of the program; (4) financing; (5) coordination with adult education programs of other agencies and integration with other units in the school system. It is suggested that the proper starting point would be to seek a clear and acceptable definition of adult education and its relationship to junior colleges in America. 379

Martorana, Sebastian V. Status of Adult Education in Junior Colleges, In Junior College Journal, 18 (February, 1948) 322-331.

This article summarizes the findings of the second part of the inquiry by the Research Office of the American Association of Junior Colleges. Findings are given in tabular form on: number of colleges offering adult education programs; enrollment of regular students and of students in adult education programs; composition of enrollment; distribution according to date of inauguration of adult education program; percentages of junior colleges offering adult education courses in various areas or curriculums. Conclusions are that junior colleges have begun to give emphasis to adult education services at comparatively recent dates, but have progressed so that almost half offer programs with responsibility for meeting needs of adults particularly evident among public junior colleges. Major emphasis is on vocational subjects, with courses in cultural subjects, citizenship, homemaking, and recreational areas following in that order. It is recommended that junior colleges give more attention to the last two fields. 380

Mather, Louis K. "The New American School for Adults."

Washington, D.C.: National Education Association, Division of Adult Service [1955]. 39 pp.

This report is a summary and rewriting, in less statistical style, of the original study of adult education activities in city public schools (See No. 385) covering a general survey, participants in adult study, courses studied, teachers of adults, teaching methods, education in public affairs, aims of adult education, agencies of adult education, financing adult education, and administrative problems. 381

Morrison, Duncan G. "Relation of the Public Library to Adult Education in the State of Washington." Ph.D. Dissertation. University of Washington, 1949. 382

Mumma, Richard A. Public School Administrators and Adult Education, In Adult Education, 1 (October, 1950) 12-18.

Report of a survey made in April, 1950, of adult education activities in public schools of Delaware, Maryland, New Jersey, New York, and Pennsylvania. Questionnaires were sent to school superintendents in 765 cities with 651 responding. A summary of replies revealed: (1) 81.9 per cent of administrators expressed belief that public school systems should include adult education; 3.2 per cent opposed the idea. (2) 37.5 per cent of school boards have stated a policy on adult education in recent years. (3) A small part of total budgets was spent for adult education. There is almost no relationship between size of city and percentage spent. (4) Only 30 per cent of the administrators claimed membership in one or more adult education associations or groups; fewer than 9 per cent in more than one. There is a relationship between such membership and size of school system; the larger the system the greater the percentage of administrators holding membership. (5) Within the last year 51.8 per cent of respondents had attended a convention which considered adult education; 19.4 per cent had attended more than one. There is a relationship between attendance at conventions and size of school system. 383

Mumma, Richard A. Trends in Adult Education Offerings in Region II, In Adult Education Bulletin, 14 (August, 1950) 180-186.

The first of three reports of a survey of the status of adult education in the public schools of Region II of NEA Department of Adult Education (comprised of Delaware, Maryland, New Jersey, New York, and Pennsylvania). The purpose of the survey was to focus attention of administrators on problems of adult education, to shed light on trends in adult education offerings, interest and leadership of public school administrators in promoting adult education, and barriers to development of adult education programs. A questionnaire was sent to superintendents of public schools in 765 cities with populations of 2,500 or more in the five states. Usable replies were received from 85.1 per cent of administrators. Findings: (1) Of those responding, 67.9 per cent indicated an adult education program of some type. There was a relationship between the size of the community and the existence of a program. (2) There was a marked increase in the past year over the preceding year in the number of cities offering classes for adults, with the greatest increase in crafts and homemaking, and the least in academic subjects. (3) 45.9 per cent of cities with programs reported activities other than classes and 65.8 per cent reported cooperation with other organizations in offering programs. 384

National Education Association. Division of Adult Education Service. "A Study of Urban Public School Adult Programs of the United States." Washington, D.C.: N.E.A., 1952. 171 pp.

A comprehensive survey of public school adult education programs in communities of 2500 and over, undertaken in 1952 by the N.E.A. Division of Adult Education with the assistance of the N.E.A. Research Division through a grant from the Fund for Adult Education. The three sections of the study are: Report of the Questionnaire Study of Adult Education in Urban Public School Systems; Report of the Community Self Studies of Public School Adult Education; Continuing Education for Adults in the Public Junior Colleges. The appendix includes the questionnaires used for the study. General findings and implications are summarized in the introduction, including growth of public school adult education problems, goals, financial support, methods, teachers, relationship to the community, cooperation with groups and organizations, publicity, leadership, administration, and the role of the junior college. 385

National Institute of Adult Education. "Liberal Education in a Technical Age; A Survey of the Relationship of Vocational and Non-Vocational Further Education and Training."

London: M. Parrish, 1955. 128 pp. Distributed in the U.S.A. by the Center for the Study of Liberal Education for Adults.

A study sponsored by the National Institute of Adult Education covering Professional and Examining Bodies, Technical Institutes and Art Colleges, Teachers and Students in Technical Institutes, Mail Courses, University Extra-Mural Departments, Residential Colleges and Centers. Summary and conclusions state responsibility of educational institutions for liberal education and present suggestions for liberalizing technical studies and technical institutions. 386

National University Extension Association. "Adult Education in the Modern University," a Preliminary Report by a Special Committee of N.U.E.A. Ann Arbor: University of Michigan Press, 1949. 46 pp.

A preliminary report based upon response to a questionnaire sent to members of the N.U.E.A., covering types of adult education activities offered, proportion of extension enrollment in adult education (non-credit) courses, administration of adult education within the university, attitude of faculty and administrative officers toward adult education, frontiers of service, and the role of the university in the field of adult education. 387

National University Extension Association. "University Extension in the United States;" a Study by the N.U.E.A. John R. Morton, Director. University, Alabama: University of Alabama Press, 1953. 144 pp. Summary: Adult Education, 4 (September, 1954) 207-214.

Report of a survey covering origins and development of university extension, its functions and administrative arrangements, facilities used, staffs, users, financing, principal subject areas, and methods of development and instruction, in the group of seventy-six universities holding membership in the National University Extension Association. Made under the auspices of N.U.E.A. with funds from the Fund for Adult Education. 388

Neuffer, Frank R. "Administrative Policies and Practices of Evening Colleges, 1953; a Report." Chicago: Center for the Study of Liberal Education for Adults, 1953. 25 pp.

Report of a survey of eighty-four university evening divisions on policies and administrative practices, including relationship of the evening division to the university, financial policies, faculty, administrative staff, public relations, admission, guidance, tuition and fees, certificate programs, non-credit courses, courses via television. Includes tabular information. Appendix lists the institutions surveyed. 389

Nichols, Charles H. "A Study of the Educational Activities of Selected Industrial, Commercial, and Professional Foundations." Ph.D. Dissertation. Northwestern University, 1954. 390

Olds, Edward B. A.E.A.'s Finance Study, In Adult Education, 4 (February, 1954) 109-115.

A research study by the National Commission on Adult Education Finance of the A.E.A. focusing on three areas: the financing of public school adult education; the financing of community adult education councils; the designing of a broader finance study. The study is designed to serve as a starting point for additional research in adult education and to broaden the use of research in solving other problems of adult education. See No. 353 for complete report. 391

Partridge, Deborah C. Adult Education Projects Sponsored by Negro College Fraternities and Sororities, In Journal of Negro Education, 14 (Summer, 1945) 374-380.

Questionnaires on nature of adult education project, methods and materials, staff, relationship of project to other organizations, size and nature of group served, were sent to sixty-four Negro colleges, and a similar questionnaire to national offices of the fraternities and sororities. Findings indicate that a small percentage of college fraternities and sororities sponsor adult education projects. Projects directed toward better citizenship and vocational education are most frequent. Discussions, forums, lectures, and mass media are methods most widely used. Projects serve community and campus groups as well as members of sponsoring organizations. A majority of projects are addressed to urban population. 392

"Patterns of Liberal Education in the Evening College, A Case Study of Nine Institutions." Chicago: Center for the Study of Liberal Education for Adults [c1952]. 82 pp.

A study of the evening divisions of nine institutions--Akron, Chicago, Cincinnati, Detroit, Louisville, New York, Northwestern, Southern California, and Western Reserve--representative of general types of evening colleges, of unusual approaches to the philosophy or methods of evening college work, and of a broad geographical distribution. Data were obtained by observation and interviewing by field workers who visited each institution. Problems perceived reflect important needs of the evening colleges: (1) need to establish satisfactory procedures for modifying the college and its policies as the result of constant reevaluation;. (2) need to arrive at a clear definition of the relationship between the day and evening college in terms understood and accepted by both administration and faculty; (3) the need to achieve a unified and interested faculty informed about its own activities and about the relevant needs and attitudes of administration and students; (4) the need to attract a satisfactory number of students; and (5) the need to satisfy enough students with what goes on in the classroom. Problems and issues under these categories are discussed from four points of view, represented by the first four sections of the report: I The Evening College and the University; II Faculty Relationships; III Sources of Student Satisfaction; and IV The Study of Attitude. The fifth section looks at the five problem areas in the context of the whole report and suggests how other problems can be approached in this light. Appendix gives interview schedules used in the case studies. 393

Polley, John W. "A Plan for the Activities of a Pilot Project in Cooperative Educational Development Among the Public Schools of a Large City." Ph.D. Dissertation. Columbia University, Teachers College, 1950. 394

Reals, Willis H. The Education of the Aging in Institutions of Higher Learning, In School and Society, 79 (June 12, 1954) 177-184.

Report of a survey of one hundred thirty-six colleges and universities, members of AUEC, NUEA, or the Association of Urban Universities, on four questions: (1) In what divisions or departments is education for the aging being given; (2) nature of the program; (3) whether or not those over fifty were encouraged to enroll in undergraduate daytime courses; (4) whether or not they employed professors retired from other institutions. The following is a brief summary of the ninety-nine questionnaires returned: sixty-three have no program; thirty-six offer courses, institutes, or conferences; four have had radio or TV programs; two have provided free tuition to those over sixty-five and one plans to do so; two have "Golden Years Clubs;" seven employ professors emeriti. Conclusions drawn from the study are: (1) Universities and colleges have been providing special programs for older adults only since 1948. (2) Courses offered follow four general patterns: (a) those dealing with health, living arrangements, religion, creative activities, and legal problems; (b) those including social and recreational activities; (c) workshop type courses on important problems of older people; (d) short courses on television with supplementary materials. (3) Institutes have been of a general nature, but there is a recent tendency to limit the area to problems of the older worker, family, etc. (4) Courses for credit are natural developments of non-credit courses and will expand rapidly. 395

Redd, George N. Adult Education for Negroes Under Public School Auspices, In Journal of Negro Education, 14 (Summer, 1945) 312-321.

A survey of nineteen states which maintain by law separate schools for Negroes on the following questions: (1) How are adult education programs under public school auspices administered? (2) To what extent do Negroes participate in them? (3) What are the types of programs available to Negroes? (4) What are the main features of representative programs? Conclusions drawn from the study are: (1) Although state education authorities have legal authority to organize and administer adult education programs for both racial groups, there has been very little activity outside Federally-aided programs in vocational education. (2) Programs of public school systems of cities are organized chiefly around evening school classes and most are inadequate to meet educational needs of Negroes in urban centers. (3) The tendency is to confine programs to literacy and vocational skills; broad areas of learning are generally lacking. (4) State or city sponsored programs for Negroes are inferior in quantity and quality to those for Whites except in Washington, D.C. where identical programs are reported. (5) Quality of adult education programs for Negroes is best in large centers of Negro population in border cities. 396

Rochte, Newton C. "A State Program of Tax Supported Adult Education in Ohio." Ph.D. Dissertation. Ohio University, Athens, Ohio, 1951. 397

Rohrer, Wayne C. "The Nature of Large-Scale Farmers' Organizations and Their Relationship to Non-Vocational Adult Education Programs." Ph.D. Dissertation. Michigan State University, 1955. 398

Scott, Marshall L. "A Proposal for Strengthening Presbyterian Churches of Industrial Communities Through the Use of Adult Education." Ph.D. Dissertation. Columbia University, 1953. 399

Shanner, William M. Industry and Education, In Elementary School Journal, 50 (December, 1949) 183-187.

Describes the five year contractual agreement between International Harvester Company and the University of Chicago, which had the immediate objective of revitalizing Harvester's training programs, and also the aim of developing an integrated, long-run program of industrial training and education and making a meaningful contribution to existing knowledge on adult education. Research studies have been conducted by the University in six major areas of adult education: (1) evaluation of teacher-training methods used in an adult education program; (2) employees' problems as related to interest in an off-hour education program; (3) an evaluation of the factors affecting development and coordination of field training programs; (4) evaluation of general education in industry; (5) development of testing and rating techniques for use at Harvester's Central School; (6) development of instructional material for use in basic courses. 400

Sillars, Robertson. Education for International Understanding; A Report of a Survey, In Adult Education Journal, 8 (April, 1949) 91-98.

Report of a survey made at the request of the Committee on International Relations of the American Association for Adult Education and the Adult Education Panel of the U.S. National Commission for UNESCO, November, 1948-January, 1949 to determine how well American adult education is meeting responsibility for education in international relations and other public affairs, methods used, and problems encountered. Based on reports from two hundred fifty agencies typifying the better developed and more active public affairs programs conducted by recognized adult education agencies in the United States. A summary of findings gives percentages for: topics or subjects; principal methods used; types of materials; agency goals; reasons for participation; problems encountered. Agricultural groups ranked first in programs of international affairs, and also in programs of community-related topics. Discussion and lecture were the methods most frequently used, with pamphlets and films ranking highest in types of materials. Farm groups favored discussion over lectures to a greater extent than other groups. A comparison of findings with respect to agency goals and reasons for participation indicate that frequently adult educators and clients are working at cross purposes and that too many agencies give clients what the agencies think they need, not what they want. This results in public apathy ranking highest in problems encountered. It is concluded that programs in the public relations field are weak in content and that the paramount need in educational method is adjusting agency goals to educational needs of clients which in the public relations field are rooted in their economic, social, and psychological relationships to local, national, and world communities. 401

Smith, Helen L. "Adult Education Activities in Public Libraries; A Report on the A. L. A. Survey of Adult Education Activities in Public Libraries and State Library Extension Agencies in the United States." Chicago: American Library Association, 1954. 128 pp.

A comprehensive report of the A. L. A. Survey giving detailed information on the findings as reported in questionnaires and interviews. Summarizes chief services of public libraries and reasons for lack of certain services; facts related to adult education agencies and community groups; library adult education programs and personnel. The final chapter contains conclusions and recommendations. Appendices include a listing of libraries visited; instructions for the interviewer; a copy of the questionnaire; and a selected bibliography. 402

Spence, John A. "A Study of the Need for the Extension and Improvement of the Adult Education Services of Ohio State University." Ph. D. Dissertation. Ohio State University, 1956. 403

Stanfield, John M. "Extending Secondary Education to Meet and Further Educational Needs of Ohio Rural Youths and Adults." Ph. D. Dissertation. Ohio State University, 1955. 404

Study of Adult Education in Rural Areas. "Rural Social Systems and Adult Education;" A Committee Report by Charles A. Loomis and others. [East Lansing] Michigan State College Press, 1953. 392 pp.

A study sponsored by the Association of Land Grant

Colleges and Universities and the Fund for Adult Education to: (1) determine nature and magnitude of existent programs of adult education in rural areas in the fields of (a) international understanding for world peace, (b) understanding and strengthening of the economic order, and (c) understanding of democracy, its functioning and structure; (2) to appraise current practices and methods in the three fields, and to determine amount of time, effort and expenditure devoted to these fields; (3) to make recommendations to the Fund for Adult Education as to programs or activities which might be encouraged or supported. Separate chapters, written by members of the study staff, deal with various systems and organizations in rural areas, including public schools; cooperative extension service of the U.S.; farmers' organizations and cooperatives; service, professional and other civic clubs; special agencies within the Department of Agriculture; public libraries; churches; colleges and universities; rural local government. Also included are international exchange of persons and the part played by mass media of communication in programs of adult education. The last chapter gives a summary of findings of the study, with statistical tables, as to number and percentage of organizations having general education programs and programs in the three fields of interest; inter-agency communication; forms and procedures used in the best programs; mass media as channels of communication of social systems; participation of foreign persons in programs; organizational levels suitable to the advancement of adult education in the three fields; and overall generalizations concerning adult education agreed to by the staff. 405

U.S. Office of Education. "Resident, Extension, and Adult Education Enrollment in Institutions of Higher Education: November, 1953." Circular No. 414. Washington, D.C.: Government Printing Office, 1954. 29 pp.

A statistical report on enrollment of 1,852 institutions, giving data for the following classes of students: I Resident Enrollment: A. undergraduate (1) full-time and (2) part-time; B. graduate; C. total resident enrollment; II Extension: A. enrolled for college credit; B. not enrolled for college credit; III Adult Education (non-college credit). Table 1 gives the data by state; Table 2, by individual institution listed by states. Basic terms relating to enrollment are defined. 406

U.S. Office of Education. "Resident, Extension, and Adult

Education Enrollment in Institutions of Higher Education: November, 1954." Circular No. 454. Washington, D.C.: Government Printing Office, 1955. 34 pp.

The second annual report in this series. Tables 1 and 2 give the same type of data as Tables 1 and 2 in the first report (Circular 414). In addition, Table A gives Resident, Extension, and Adult Education Enrollment in Institutions of Higher Education by College-Credit and Non-College-Credit Status, Aggregate and Continental United States, November, 1954 and November, 1953, with increase by number and by percentage. Analyses of findings show: (1) percentage of increase in various classifications of students; (2) comparison between composition of total enrollment in 1954 and corresponding composition in 1953; (3) analyses of sub-categories of enrollment; and (4) differences in enrollments among states. 407

U.S. Office of Education. "Resident and Extension Enrollment in Institutions of Higher Education: November, 1955." Circular No. 493. Washington, D.C.: Government Printing Office, 1957. 40 pp.

The third annual report in this series. Data are presented on: I Resident Enrollment subdivided as: A. college grade: 1. undergraduate (a) full-time and (b) part-time; 2. graduate; B. other than college grade: 1. terminal-occupational and 2. adult education; II Extension Enrollment subdivided as: A. college grade; B. other than college grade. Table 12 gives this data by state; Table 14, by individual institution listed by states. Table 13 gives a summary of data on correspondence courses, short courses, individual lessons; and on veterans enrolled in courses of college grade under Public Laws 13, 346, 894, and 550. Tables 1-11 show comparisons for various categories in 1953, 1954, and 1955. A copy of the questionnaire used in the 1955 survey, and a sheet entitled "Some Basic Definitions" which accompanied the questionnaire, are included. 408

Williams, Stanley W. "A Study of the Organization, Administration, and Supervision of the Curriculum in Adult Education in the United States." Ph.D. Dissertation. University of Southern California, 1949. 409

Williams, Ward R. "Post-High School Education in Minnesota, 1952-1953." Ph.D. Dissertation. University of Minnesota, 1956. 410

Willis, Ivan L. Industry's Concern With Adult Education, In Institute for Administrative Officers of Higher Institutions Proceedings. Vol. 20, "The Community Responsibilities of Institutions of Higher Learning." Chicago: University of Chicago Press, 1948. Pp. 24-32.

Description of a cooperative relationship between the University of Chicago and International Harvester in developing a program of adult education for managerial employees. In addition to general assistance in the program, the University set in motion six research projects, one of which was an evaluation of general education in industry. The objectives of the program were the general development of the individual for his current job, or any job, and his personal and social growth. The other research projects were: an evaluation of teacher training methods used in an adult education program; employees' problems as related to interest in an off-hour education program; an evaluation of factors affecting development and coordination of field training programs; development of testing and rating techniques; development of instructional materials for use in basic courses. 411

B. Bibliography

Adult Education Association of the U.S.A. Committee on Evaluation. "Program Evaluation in Adult Education." Chicago: A.E.A., 1952. Pp. 30-32.

"Selected References" contain thirty-nine items, including books, pamphlets, and periodical articles, published 1934-1952, on evaluation of educational programs, particularly in adult education. 412

Adult Education Association of the U.S.A. National Commission on Adult Education Finance. "Financing Adult Education in America's Public Schools and Community Councils." [complete report by] Edward B. Olds. Washington: A.E.A., 1954. Pp. 120-124.

The bibliography includes seventy-three references to books, government publications, periodical articles, pamphlets, and doctoral dissertations, covering the years 1923-1954. Grouped under eight headings: Studies of Financing; Administration and Supervision; Description of Programs; History; Coordination; Public Policy; Public Opinion; Research Methods. 413

American Educational Research Association. Adult Education, In Review of Educational Research, 20 (June, 1950) 161-249.

Reviews the literature in this area through September, 1949, concentrating on the last five years. Bibliographies at the end of each chapter total six hundred seven references. See No. 157 for listing of chapters. 414

American Educational Research Association. Adult Education, In Review of Educational Research, 23 (June, 1953) 191-283.

Reviews the literature for the period October, 1949-October, 1952. Bibliographies at the end of each chapter total six hundred references. See No. 158 for listing of chapters. 415

American Library Association. Office for Adult Education. "Experimental Projects in Adult Education; A Report of the A. L. A. Adult Education Subgrant Project." Chicago: A. L. A., 1956. Pp. 35-36.

A bibliography of forty-two references to reports and periodical articles on the subgrant projects, arranged by state. 416

Atkins, James A. Resource Materials and Agencies for Adult Education, In Journal of Negro Education, 14 (Summer, 1945) 494-508.

A combination annotated bibliography and directory. The bibliography consists of sixty-eight items published between 1927 and 1944, annotated and classified under the headings: Adult Interests, Capacities and Abilities; History and Background of Adult Education; Areas of Activity; Principles and Methods; Instructional Aids; Accomplishments, Problems and Prospects. The directory of fifty-four agencies includes (1) federal, (2) public and quasi-public, and (3) commercial and industrial organizations, with address and function of each. 417

Baron, George. "A Bibliographical Guide to the English Educational System." London: The Athlone Press, 1951. 70 pp.

Section VIc contains a selected list of books on adult education. 418

Besterman, Theodore. "A World Bibliography of Bibliographies and of Bibliographical Catalogues, Calendars, Abstracts, Digests, Indexes and the Like." 3d ed. N. Y., Scarecrow Press, Inc. [c1955]. Vol. I, pp. 1178-1179.

A classified list of separately published bibliographies, with entries arranged chronologically under each heading. Eighteen bibliographies on adult education, published 1905-1954, are listed under "Education-6, Adult Education," Vol. 1, pp. 1178-1179. 419

"Bibliographic Index." New York: H.W. Wilson, 1945 to date.

A listing by subject of bibliographies published separately, and of bibliographies in books and periodicals, including foreign publications. Each issue contains a listing under "Education of Adults." Published quarterly with cumulations. 420

Bittner, Walton S. Adult Education, In Walter S. Monroe, "Encyclopedia of Educational Research." New York: Macmillan, 1950. Pp. 31-32.

A bibliography of sixty-two references, including books, reports, bulletins, and association proceedings, most of which were published in the last twenty years. 421

Brickman, William W. Adult Education, In School and Society, 66 (September 27, 1947) 247-253.

A critical review of the literature of adult education covering principally the years 1944-1947. Bibliography of thirty-nine references p. 253. 422

Brickman, William W. Education for Adults, In School and Society, 78 (October 31, 1953) 133-139.

A critical review of the literature of adult education for the six year period 1948-1953. Bibliography of thirty-three references pp. 138-139. 423

Clark, Burton R. "Adult Education in Transition; A Study of Institutional Insecurity." University of California Publications in Sociology and Social Institutions, Vol. 1, No. 2. Berkeley and Los Angeles: University of California Press, 1956. Pp. 195-197.

A bibliography of seventy references including books, periodical articles, bulletins, and reports on adult education, covering a period of approximately twenty years. Major sections of the book are: Background of Adult Education in California; Pressures on a Marginal Program; The Adult School Organization in Los Angeles; Service and Legitimacy; Continuing Insecurities; Implications for Theory and Policy. 424

"Cumulative Book Index." New York: H. W. Wilson, 1933 to date.

A dictionary catalog of author, title, and subject entries for publications in English from the book trade of the United States and other countries. Entries on adult education are listed under "Education of Adults." Published monthly with cumulations. 425

"Dissertation Abstracts." Ann Arbor, Michigan: University Microfilms, 1952 to date.

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Each monthly issue contains a section on Education with a subdivision on Adult Education. Abstracts of doctoral dissertations which are available in complete form on microfilm. Preceded by Microfilm Abstracts, 1938-1951. 426

Dyer, John P. "Ivory Towers in the Market Place; the Evening College in American Education." Indianapolis: Bobbs-Merrill [c1956]. Pp. 196-201.

A bibliography of seventy-four books and articles on the general subject of adult education and related fields, publications of the Center for the Study of Liberal Education for Adults, publications of the Association of University Evening Colleges, and of the Association of Urban Universities, published 1919-1955. 427

"Education Index." New York: H.W. Wilson, 1932 to date.

An author and subject index to educational periodicals, books, pamphlets, and government publications. Each issue contains a listing under "Adult Education" with subdivisions. Published monthly with cumulations. 428

Eells, Walter C. American Doctoral Dissertations on Adult Education in Foreign Countries, In Adult Education, 6 (Winter, 1956) 117-119.

A listing by country of sixty-two dissertations concerning some aspect of adult education in foreign countries accepted by American universities, covering a period of about forty years, with approximately half during the past seven years. 429

Essert, Paul L. "Creative Leadership of Adult Education." New York: Prentice-Hall, 1951. Pp. 291-303.

"Selected References" listed by chapter total one hundred eighty-eight references to books, periodical articles, and government publications, published 1921-1950. Major divisions of the book are: Goals of Creative Leadership of Adult Education; Criteria Applied to Adult Study for Personal Objectives; Criteria Applied to Adult Study for Community Development; Discussion Guide for Practical Education of Creative Leadership. 430

Great Britain. British Information Services. Reference Division. "Adult Education in Britain." 1D579. Rev. ed. London: The Services, 1951. Pp. 13-15.

A bibliography of twenty-three books and pamphlets, published 1913-1950; and fifteen government publications, published 1919-1947. 431

"Guide to Studies in Adult Education." See Kelly, Thomas, ed. "A Select Bibliography of Adult Education in Great Britain Including Works Published to the End of the Year 1950." No. 438.

Hand, Samuel E. "A Review of Physiological and Psychological Changes in Aging and Their Implications for Teachers of Adults." 3d ed. Bulletin 71 G-1. Tallahassee: Florida State Department of Education, Division of Vocational and Adult Education, 1957. Pp. 28-31.

A bibliography of forty-six references to books, periodical articles, proceedings of associations, and government publications, published 1927-1953. 432

"Handbook of Adult Education in the United States," edited by Mary L. Ely. New York: Institute of Adult Education, Teachers College, Columbia University, 1948. Pp. 515-528.

"Suggested Supplementary Readings," a bibliography of about three hundred fifty references, classified by forty-seven headings including various agencies, types of adult education, methods, etc., includes books, periodical articles, proceedings, and government publications, published 1931-1947. 433

"Handlist of Studies in Adult Education." See Kelly, Thomas, ed. "A Select Bibliography of Adult Education in Great Britain Including Works Published to the End of the Year 1950." No. 438.

Hendrickson, Andrew. "A Review of Post-War Literature on Public School Adult Education." Columbus: Bureau of Special and Adult Education, Ohio State University, 1951. 18, 5 pp.

The last five pages are a bibliography of sixty-six books, periodical articles, proceedings and reports, published 1944-1950, relating to adult education and the public school system. (See also No. 163). 434

Houle, Cyril O. and others. "The Armed Services and Adult Education." Washington, D.C.: American Council on Education [c1947]. Pp. 253-257.

An annotated bibliography of thirty-eight references to periodical articles, yearbooks, proceedings, and pamphlets, published 1942-1946. 435

"Index to American Doctoral Dissertations." Ann Arbor, Michigan: University Microfilms, 1957 to date.

Annual listing of doctoral dissertations, arranged by subject, and by university under each subject. Includes a section on Education. Issued as No. 13 of "Dissertation Abstracts." Preceded by "Doctoral Dissertations Accepted by American Universities," 1936-1956. 436

"International Index; Guide to Periodical Literature in the Social Sciences and Humanities." New York: H. W. Wilson, 1907 to date.

Subject and author index to scholarly periodicals. Entries on adult education are listed under "Education of Adults." Issued quarterly with cumulations. 437

Kelly, Thomas, ed. "A Select Bibliography of Adult Education in Great Britain Including Works Published to the End of the Year 1950." London: National Institute of Adult Education, 1952. 84 pp.

A partially annotated list of eight hundred fifty-nine books, pamphlets, articles, and theses divided into four major sections: I General; II History (to 1918); III Recent and Contemporary Developments (from 1919); IV Theory. Appendix of Selected Works on Adult Education Abroad. Supplemented by annual volumes following the same classification: "Handlist of Studies in Adult Education," 1951. 31 pp. (241 annotated references); ------, 1952. 32 pp. (228 annotated references); "Guide to Studies in Adult Education," 1953. 33 pp. (261 annotated references); ------, 1954. 24 pp. (147 annotated references); ------, 1955. 40 pp. (272 annotated references); ------, 1956. 36 pp. (232 annotated references). 438

Kempfer, Homer. "Adult Education." New York: McGraw-Hill, 1955.

A list of eight general references on adult education, published 1941-1953, p. 423. "Selected References" at the end of each of fifteen chapters total two hundred ninety references to books, periodical articles, bulletins, proceedings, etc. The book is of three parts: The Task of Adult Education, Program Development, Problems of Organization and Administration. 439

Kempfer, Homer. "Checklists for Public School Adult Education Programs." U.S. Office of Education. Circular No. 356. Washington, D.C.: Government Printing Office, 1952. P. 17.

"Selected References" is a list of fourteen books, pamphlets, government publications, and periodical articles, published 1936-1950, in addition to six references in footnotes. 440

Kempfer, Homer. "Education for a Long and Useful Life." U.S. Office of Education. Bulletin 1950, No. 6. Washington, D.C.: Government Printing Office. Reprint 1954. Pp. 30-32.

"Selected References" include forty-four pamphlets, periodical articles, books, and government publications, published 1938-1950, grouped under: general, special fields, magazines. 441

Kempfer, Homer and Grace S. Wright. "100 Evening Schools." U.S. Office of Education. Bulletin 1949, No. 4. Washington, D.C.: Government Printing Office, 1949. Pp. 69-71.

"Selected References" include twenty-eight books, periodical articles, and bulletins, briefly annotated. 442

Kidd, James Roby. "Adult Education and the School." Toronto: Canadian Association for Adult Education [c1950]. Pp. 35-36.

"Additional Sources of Information" list seven general references to books and pamphlets, published 1939-1950, five Canadian journals, and two other references, all briefly annotated. Also listed are fifteen national organizations with their addresses. 443

Kidd, James Roby, ed. "Adult Education in Canada." Toronto: Canadian Association for Adult Education, 1950. Pp. 239-243.

Bibliography includes nine books, eighteen pamphlets, twelve special reports, and sixty-six journal articles, published 1935-1950, and a listing of six Canadian journals in the field of adult education. 444

Kidd, James Roby. "Adult Education in the Canadian University." Toronto: Canadian Association for Adult Education, 1956. Pp. 131-137.

A selective bibliography including seventy-five books and pamphlets; twenty-seven periodical articles; fifty-three reports, proceedings and extracts; twenty-one special papers, theses, and dissertations, published 1908-1956, listed by United States, Canada, Great Britain, and Other Countries. 445

Knowles, Malcolm S. "Informal Adult Education; a Guide for Administrators, Leaders, and Teachers." New York: Association Press, 1950. Pp. 255-258.

A bibliography of forty-three books, nine pamphlets, four periodicals, and two reports, published 1926-1950. The book is in four parts: The Opportunity; The Methods and the Programs; The Administration of Adult Education; Evaluation. 446

Lowy, Louis. "Adult Education and Group Work." New York: Whiteside and Morrow, 1955. Pp. 215-217.

A selected bibliography of thirty-eight books and periodical articles, published 1933-1954. Chapters of the book are: Group Work and Adult Education; Group Work in Liberal Adult Education; Group Work With Young Adults; Group Work in Parent Education; Group Work With Older Adults; Principles of Group Work Applied in Adult Education. 447

Luke, Robert A. "Adult Education." Vocational and Professional Monographs, No. 29. Cambridge, Mass.: Bellman Publishing Company. [c1955]. P. 19.

A bibliography of eleven books published 1948-1955. 448

National Association of Public School Adult Educators. "Public School Adult Education; a Guide for Administrators and Teachers." Washington, D.C.: N.A.P.S.A.E. [c1956]. Pp. 147-151.

A bibliography of one hundred references published 1928-1955, with a majority published since 1950, classified under the headings: Periodical Publications in the Field of Adult Education; General References; Advisory Committees; Counseling and Guidance; Curriculum Planning; Evaluation; Financing; In-Service Training; Methods and Learning; Public Relations; Other Bibliographies. Emphasis is on adult education as a phase of public school activity. 449

National University Extension Association. "University Extension in the United States;" a Study by the N. U. E. A. John R. Morton, Director. [University, Ala.] University of Alabama Press, 1953. Pp. 142-144.
A listing of fifty-six books, periodical articles, government publications, publications of associations, etc., published 1910-1953. 450

Phi Delta Kappa. "Research Studies in Education; a Subject Index of Doctoral Dissertations, Reports, and Field Studies, 1941-1951." Boulder, Colorado: Phi Delta Kappa, 1953.
A ten-year index including dissertations, theses, reports, and field studies accepted for the degrees of Doctor of Philosophy in Education, and Doctor of Education. Based on "Doctoral Dissertations Accepted by American Universities." Studies are listed alphabetically by author under thirty subject headings. The section on Adult Education, pp. 29A 1-2, contains eighty-six entries. Supplemented by annual volumes. (See next entry) 451

Phi Delta Kappa. "Research Studies in Education; a Subject Index of Doctoral Dissertations, Reports, and Field Studies; and a Research Methods Bibliography." Bloomington, Indiana: Phi Delta Kappa, 1953 to date.
Annual supplement to preceding item, following the same arrangement. Each volume contains two sections on Adult Education--"Doctoral Dissertations Completed," and "Doctoral Dissertations Under Way." 452

"Public Affairs Information Service Bulletin." New York: Public Affairs Information Service, 1915 to date.
A listing by subject of current books, pamphlets, periodical articles, and government publications in the field of economics and public affairs. Entries on adult education are listed under "Education, Adult." Issued weekly with cumulations. 453

Raybould, S. G. "The English Universities and Adult Education." London: The Workers' Educational Association, 1951. Pp. 167-169.
"Bibliographical Note" consists of forty-eight references, published over a period of fifty years, grouped under five headings: (1) Official Reports, Regulations, and Other Papers Published by H. M. Stationery Office; (2)

The University Extension Movement; (3) University Tutorial Classes; (4) Education in H. M. Forces; (5) General. 454

Reader's Guide to Periodical Literature." New York: H. W. Wilson, 1900 to date.

Subject and author index to periodicals. Entries on adult education are listed under "Education of Adults" in some volumes, and under "Adult Education" in others. Issued semi-monthly with cumulations. 455

"Research Studies in Education." See Phi Delta Kappa, No. 451.

Scates, Alice Y. "Jointly-Sponsored Programs of College Credit Work for Employed Adults; A Report of a Project Sponsored by the Office of Naval Research." Washington, D.C.: American Council on Education, 1953. Pp. 227-233.

Bibliography of eighty references, published 1930-1953, including books, periodical articles, government publications, proceedings of associations, doctoral dissertations, and publications of the Center for the Study of Liberal Education for Adults. 456

Selected References on the Organization and Administration of Secondary Education: Adult Education. In School Review, 53 (October, 1945) 493-494; 54 (October, 1946) 492; 55 (October, 1947) 490-491; 56 (October, 1948) 490; 57 (October, 1949) 444-445; 58 (October, 1950) 423; 59 (October, 1951) 429; 60 (October, 1952) 432; 61 (October, 1953) 428; 62 (October, 1954) 427; 63 (October, 1955) 400-401; 64 (October, 1956) 324.

Annotated references principally on public school adult education. Most of the references are periodical articles, with some books, pamphlets, yearbooks and proceedings. 457

Sheats, Paul H., Clarence D. Jayne, and Ralph B. Spence. "Adult Education; the Community Approach." New York: Dryden, 1953. Pp. 507-519.

"Notes on Sources," arranged according to chapters, consist of three hundred reference to books, government publications, periodical articles, and reports, published 1935-1953. Major divisions of the book are: Scope and Purpose; Organized Programs; Ways and Means; Action Responsibilities. 458

Smith, Helen L. "Adult Education Activities in Public Libraries; a Report of the American Library Association Survey of Adult Education Activities in Public Libraries and State Library Extension Agencies of the United States." Chicago: A. L. A., 1954. Pp. 94-96.
A selected bibliography of seventy-six references to books, periodical articles, theses, reports, UNESCO publications, U.S. government publications, publications of universities and of associations, published 1926-1954. 459

Smith, Robert M. Adult Education and the Library; an Introduction, In Library Occurrent, 18 (March, 1956) 198-199, 211.
A selected list designed to furnish background and perspective on education for adults and the library's place in the adult education movement. Thirty-four annotated references to books, periodical articles, and UNESCO publications, published 1938-1956, are grouped in five classifications: What Do We Mean By Adult Education; What Role for the Library; What Libraries Can and Are Doing; Other Resources for Practitioners; Training Opportunities. 460

Snow, Robert H. "Community Adult Education." New York: Putnam, 1955. Pp. 163-166.
"Selected Readings" is a bibliography of thirty-five books and fourteen pamphlets (including government publications, publications of the Center for the Study of Liberal Education for Adults, and publications of universities and associations), published 1926-1953. The book covers kinds of adult education services needed, resources for adult education, group leadership, supervision of activities, publicity and public relations, extension of adult education services, and program evaluation and adaptation. 461

"Study of Adult Education in Rural Areas. Rural Social Systems and Adult Education;" a Committee Report by Charles A. Loomis and others. [East Lansing] Michigan State College Press, 1953.
Bibliographies at the ends of chapters total two hundred twenty references, including books, periodical articles, government publications, publications and proceedings of associations, and dissertations. Separate chapters deal with various systems and organizations in rural areas. 462

Thomson, Murray and Diana J. Ironside. "A Bibliography of Canadian Writings on Adult Education. Toronto: Canadian Association for Adult Education, 1956. 56 pp.

A briefly annotated bibliography of over five hundred references published 1935-1956, classified in five major sections: (1) Ideas and Directions; (2) Growth and Development in Canada; (3) Programmes and Interests in Adult Education; (4) The Adult Educators; (5) Periodicals and Journals. With an author index. 463

Tomlinson, Laurence E. "Adult Education; Its Vital Significance for Your Town." Portland, Oregon: Educational Studies [c1951] Pp. 40-46.

The bibliography contains seventy-one references to books, government publications, and reports, published 1926-1951. 464

UNESCO. "Adult Education, Current Trends and Practices." Problems in Education, 2. New York: Columbia University Press, 1949. Pp. 141-145.

"A Selected Reading List" is an annotated list of twenty-five UNESCO documents and publications of interest to adult education, grouped under the headings: Education, Exchange of Persons; Libraries; Museums; Natural Science. 465

UNESCO. "America's Education Press; a Classified List of Educational Periodicals Issued in the United States of America, Together With an International List of Educational Periodicals." Educational Press Association of America, 26th Yearbook. Paris: UNESCO, 1957. 212 pp.

A list of eight American periodicals on adult education giving for each: title, editor, address, price, and beginning date, in Part II p. 151. Part I is a listing of educational periodicals of one hundred two countries, many of which have a section on "Adult and Workers." 466

UNESCO. "International Directory of Adult Education." Paris: UNESCO, 1953. 324 pp.

A survey of the adult education movement in major countries of the world, with a selected bibliography of books and periodicals published since 1935 for each country. A bibliographical index of periodicals. 467

UNESCO. A Preliminary Survey of Bibliographies on Adult Education, In Education Abstracts, 6 (September, 1954) 1-26.

An annotated list of one hundred twenty-six bibliographical works from twenty-eight countries and an international and regional list, covering the period 1920-1954 with emphasis on current works. 468

UNESCO. "Universities in Adult Education." Problems in Education, 4. Paris: UNESCO [c1952]. Pp. 169-172.
A bibliography of forty references to books, periodicals, and annual reports, published 1887-1951, grouped under Great Britain, Canada, and U. S. A. 469

U. S. Library of Congress. "Subject Catalog; A Cumulative List of Works Represented by Library of Congress Printed Cards." Washington, D. C.: Library of Congress, 1950 to date.
A subject listing of books, pamphlets, periodicals and other serials, and copies made by photoreproduction. Entries on adult education are listed under "Education of Adults." Published quarterly with cumulations. 470

U. S. Office of Education. "Adult Education References." Washington, D. C.: Government Printing Office, 1948-1952.
An occasional publication with each issue listing books and articles on some special aspect of adult education. No. 1. "Bibliography of Bibliographies on Adult Education," prepared by Virginia L. Burgess and Homer Kempfer. July, 1948, 2 pp. No. 2. "Bibliography of Books and Periodical Articles on Teaching Methods, Organization and Supervision of Classes, Evaluation of Programs of Adult Literacy Instruction." July, 1948. No. 3. "Materials for Adult Illiterates," prepared by Virginia L. Burgess and Homer Kempfer. August, 1948. 8 pp. No. 4. "Adaptations of Classics and Famous Fiction," prepared by Virginia L. Burgess and Homer Kempfer. August, 1948. 4 pp. No. 5. "Adult Education Councils," prepared by Virginia L. Burgess and Homer Kempfer. July, 1948. 2 pp. No. 6. "Education for the Aging," prepared by Burton W. Kreitlow and his students at the University of Wisconsin. April, 1952. 9 pp. No. 7. "Books for Program Directors." August, 1952. 2 pp. No. 8. "Adult Education in Rural and Village Schools," prepared by Homer Kempfer and others. September, 1952. 4 pp. No. 9. "Evaluating Public School Adult Education," compiled by Homer Kempfer. September, 1952. 3 pp. 471

Verner, Coolie. Research-Based Publications, 1955, In Adult Education, 6 (Summer, 1956) 232-233.

"List of References" includes the thirty-six books, pamphlets, periodical articles, publications of the Center for the Study of Liberal Education for Adults, bulletins, and government publications reviewed in the article pp. 226-232. 472

Waller, Ross D. "Learning to Live; a Short and Long View of Adult Education." London: Art and Educational Publishers, 1946. Pp. 61-63.

"Select Bibliography" includes forty-four references, published 1851-1945, classified in four groups: I Periodicals; II Histories, and Other General Studies; III Studies of Particular Sections or Aspects; IV Books on the Danish Folk High School. 473

III. The Roles of Universities and Colleges

A. United States

Adolfson, Lorentz H. The University's Role in Adult Education, In Adult Education, 5 (Summer, 1955) 231-232.
Two broad categories of activities which most universities consider within the scope of their adult education programs are: (1) extending regular undergraduate and graduate credit work through off-campus classes and correspondence study; (2) engaging in a wide variety of informal educational activities that meet professional, cultural, vocational and civic needs of individuals, groups and communities. The essential role of the university in adult education is to bring its reservoir of talent, resources, and facilities within reach of its adult constituency. University adult education has the task of discovering off-campus educational needs, interpreting those needs to the university, and meeting the needs with action programs. 474

Adult Education and the Universities, In Food for Thought, 8 (April, 1948) 19-22, 24.
An excerpt from the Report of the President's Commission on Higher Education. See Nos. 624 and 625. 475

Anikeef, Alexis M. Scholastic Achievement of Extension and Regular College Students. See No. 239. 476

Arnold, James E. "A Study of Adult Education Through University Extension with Special Reference to the University of Tennessee." Ed. D. Dissertation. University of Tennessee, 1955. 477

Banta, Clarence O. We Can Afford Adult Education, In Junior College Journal, 25 (January, 1955) 279-282.
Any junior college can afford an adult education program and few can afford not to provide educational opportunity to adults of the community. Financial support depends upon organizational type of the junior college, whether state, municipal, or county junior colleges. Federal funds are

available in states in which adult education is organized under the state department of education. Many states provide state aid. Experts in public school finance believe education is largely a responsibility of the state. Some junior college administrators believe that as many sources of income as possible should be used to ease the burden on any one source. The writer does not agree with some adult education leaders who believe that adults should pay no course fees. In courses for which fees are paid, adult attendance is better, interest is higher, and students place more value on the course. A table shows sources of income for public junior colleges of Colorado, giving average per cent, per cent range, and recommended range for each source. Responsibility for education should be shared by local community, state and nation. In states where no favorable legislation for state aid for adult education exists, junior college administrators should press for such legislation. 478

Barbash, Jack. "Universities and Unions in Workers' Education." New York: Harper [c1955]. 206 pp.

A report and evaluation of an experiment by the Inter-University Labor Education Committee, a corporation established by a grant from the Fund for Adult Education to encourage extension of workers' education in international affairs, economic understanding, and community participation by eight universities: Cornell, Rutgers, Pennsylvania State, Illinois, Chicago, Roosevelt, Wisconsin, and University of California at Los Angeles. This report serves four purposes: (1) to make available an historical record of a unique enterprise in university-labor movement collaboration; (2) to describe skills and insights developed in the course of carrying on specific programs; (3) to determine the extent of fulfillment of the purposes of the Fund for Adult Education and also of IULEC's own objectives; (4) to consider the broad effect of the programs on the unions and on the universities. Projects are described as the sponsoring universities reported them, supplemented by the author's field visits. Part I of the book gives the background of workers' education in the United States and trends in university workers' education. Part II describes types of workers' education programs in the participating universities in the following areas: (1) institutes and discussions in international affairs, community participation, and economic understanding; (2) educational materials in world affairs; workers' education councils; the "county agent" in workers' education; labor health council; labor participation in community affairs; integrating workers' education into the local union; programs for union women; review of the total program of each participating university and examination of extent of realization of goals. Part III discusses the administration of IULEC as a national enterprise and the way the individual universities administered their IULEC grants. Part IV is given to general evaluation of the program, and recommendations, and a discussion of the program's significance for workers' education generally. Appendix A is a selected bibliography on workers' education in the United States. Appendix B is a briefly annotated list of publications issued by participating universities in connection with IULEC activities. Appendix C is a list of officers of IULEC by university or labor organization represented. 479

Barden, John P. and others. The Theory of the Basic Arts Program, In Adult Education Journal, 8 (October, 1949) 237-243.

The Basic Arts Program, begun by the School of General Studies at Cleveland College of Western Reserve University in 1948-49, is addressed to the need of adult Americans to make responsible decisions in an era characterized by accelerating intellectual and social confusion. The program intends to provide tools for making justifiable choices in all areas where significant choices can be made. The basic arts are those by which we extract theoretical knowledge, practical knowledge, and productive or artistic knowledge from experience. Development of technical facility in reading, listening, observing, talking and writing is a preliminary objective. Methods which lead to responsible decisions can profitably be studied in six areas: natural science, history and social science, writing, visual arts, music and philosophy. The seminar method is used with credit given toward the degree of Associate in Philosophy. Non-credit participants are also admitted. No previous educational qualifications are required for admission. 480

Benezet, Louis T. General Education For the Adult in Contemporary Society, In Journal of General Education, 2 (July, 1948) 336-340.

The definition of what a university college ought to be and do lies in the character and needs of the students. The extent to which college education for adults can succeed depends on understanding of its special nature and the extent to which it differs from other types of college education. The writer proposes a program of adult education characterized by flexibility in admissions, in policy on prerequisites, and in curriculum. Admission would be based upon a high school diploma or aptitude tests, with specific subject requirements having little place. Students would not be compressed into any particular discipline, and majors in the conventional sense need not be offered to the adult degree student. Courses for specialized training would be available as electives, but the core of the university college degree program would be general education in contemporary society, which might be presented in two sections. In the first two academic years a program of courses would be offered which introduce focal problems of four areas: (1) communication, (2) economics, (3) government, (4) human organics and personality. The last two years' study might be narrowed to a study of one or two of the world's geographic and cultural units. In addition to the responsibility to meet the needs of its adult students, the university has the responsibility to teach its adult students their obligations to society. In a true program of general education the two objectives are concentric and coextensive. 481

Benne, Kenneth D. Adult Education in the University, In Journal of Higher Education, 27 (November, 1956) 413-418; (December, 1956) 467-470.

The first part of this paper discusses the organization of the American university as a social system. The second part discusses the role of adult education in university affairs. The university is a complexly organized activity, set off from other social systems by more or less clear-cut boundaries. The central region of the university is in the departments of the college of arts and sciences and of the graduate school. The more peripheral regions are occupied by the professional schools and extension activities of various kinds. The virtue of the center is to maintain precise, accurate, sufficiently qualified statements and generalization about a number of things. The virtue of the periphery is that it is closer to interests, concerns, and maintenance and growth requirements of other parts of society, brings the wider society to the university, and mediates between the two. Tension and conflict between the central and peripheral regions of the university can be used by the administration so that the university can both keep alive to categories of social importance and urgency, and maintain standards of intellectual rigor. This tension and conflict is especially evident in the university's adult education activities. Adults want help from the university in meeting demands of personal, civic, and organizational concerns. The proper goal of adult teaching in the university is not so much to solve social or personal problems of adults in terms of the university's resources of knowledge or method, as to infuse into personal and social situations where practical choices are made some of the knowledge seeker's intellectual functions, standards of precise and refined statement, and urge to be accurate and intellectually responsible. Three reasons why there is a coincidence between the welfare of the social system of the university and participation of its residents in adult education are: (1) The adult group or class provides an opportunity to study and experiment with the application of knowledge to practical questions. (2) The adult student can provide the professor with insights regarding gaps in existing knowledge and deficiencies in communication among the disciplines and departments of the university. (3) One of the best ways of becoming a better teacher is to go through the process of trying to teach adults effectively. The art of creative university administration is not to smooth over or erase conflict and tension between the center and the periphery of the university, but to channel it into collaborative activity, with the aim that society may become more intellectually responsible and that the university can become more socially responsive and relevant. 482

Beran, D. L. A University Serves Its Community, In Adult Education, 2 (February, 1952) 108-112.

Describes services of Drake University's extension program as an example of services which schools can render the community. In addition to regular classes in Community College, other services are the Institute for Workers, institutes for industrial and business groups, and a leadership training series held in cooperation with the Des Moines P. T. A. Council. The school or university has the responsibility of making known to the community its services and its willingness to give assistance. 483

Bethel, Lawrence L. The Satisfaction of Needs in Adult Education, see No. 9. 484

Bittner, Walton S. University and College Extension, In Handbook of Adult Education in the United States, edited by Mary L. Ely. New York: Institute of Adult Education, Teachers College, Columbia University, 1948. Pp. 214-221; 465-478.

Discusses the meaning of the term "university extension," historical development, functions, scope, ages and occupations of students, types of classes, evaluation as to unity and integration, diversity of services and significant developments. Descriptive notes on extension programs of a selected, representative list of educational institutions are given. 485

Bittner, Walton S. University Teaching by Correspondence, In Handbook of Adult Education in the United States, edited by Mary L. Ely. New York: Institute of Adult Education, Teachers College, Columbia University, 1948. Pp. 222-224; 465-478.

Describes the origin and growth of correspondence teaching; the U.S. Armed Forces Institute program as an important development in correspondence teaching, and cooperation of colleges and universities with the Institute; evaluation of correspondence teaching as to quality of instruction, value of credits, and achievement of students. Notes on university extension programs include information about correspondence courses offered by colleges and universities. 486

Blakely, Robert J. Freedom, the University, and Adult Education, In National University Extension Association Proceedings. Thirty-Eighth Annual Meeting, East Lansing, Michigan, May 3-6, 1953. Vol. 36. Pp. 20-29.

The writer criticizes a statement issued by the Association of American Universities, March 30, 1953, on "The Rights and Responsibilities of Universities and Their Faculties," the purpose of which was to defend intellectual freedom within the university. The statement makes no mention of the change in climate of opinion which is inimical to freedom, and reflects no awareness of the extent of the threat to academic freedom. The fate of academic freedom depends upon the fate of freedom in the national culture. The statement does not assert the power to influence the course of events which the university has wielded in generations of greatness. Preservation and advancement of freedom depend upon wisdom of decisions and responsibility of actions of the general adult population. This means that the most important level of education is adult education and the most important kind of adult education is that aimed at fulfillment of individual personality and responsible exercise of citizenship, which is liberal adult education. The A.A.U.'s statement lists only two functions of the university, research and teaching. Extension workers must endeavor to establish dissemination of knowledge through adult education as a function of the university on an equal plane with and related integrally to teaching and research. Some administrators and scholars believe that adult education is not properly the role of the university. There is a natural relationship between the university and the adult learner. The challenge of adult education is not merely to the extension division, but to every college, school, department and resource of the university. University extension should be the projection of the entire university into the entire society. Millions of adults wish to improve themselves as persons and citizens; thousands of organizations feel the need to enrich their services to their membership; many specialists realize they must relate themselves and their specialties to the general life of the community. In this situation will the university serve as an agency of unification, and decisively influence events of the time? 487

Blakely, Robert J. The Relationship Between National Organizations, Foundations, and Universities in the General Education of Adults, In Peter E. Siegle, ed., The University's Responsibility for the General Education of Adults, Conference Report. Chicago: Center for the Study of Liberal Education for Adults, 1955. Pp. 70-87.

Discusses the meaning of general education, the lack of liberal or general education in the curriculum of the modern university and in the programs of foundations, and sketches seventeen areas in which universities, with the help of foundations, can advance the general education of adults: (1) self study by a university; (2) centers such as C.S.L.E.A.; (3) alumni working with the community; (4) economic organizations such as business and labor; (5) professional organizations; (6) learned societies; (7) self government, especially on state and local levels; (8) liberal arts colleges and junior colleges; (9) voluntary organizations; (10) institutes and workshops; (11) the local community; (12) research in adult education; (13) mass media; (14) the aging population; (15) parenthood; (16) development of leadership; (17) synthesizing ideas and analysis. 488

Bower, Warren. The Liberal Arts in Adult Education, In National University Extension Association Proceedings.

Thirty-Ninth Annual Meeting, Gatlinburg, Tennessee, May 9-12, 1954. Vol. 37. Pp. 58-63.

Discusses the unique features of the Division of General Education of New York University and how they have affected its programming and philosophy of adult education. Only non-credit evening courses are offered by the Division. Courses for credit are offered by evening divisions within other colleges of New York University. The Division of General Studies is an autonomous school, headed by a Dean, with its own faculty and full authority and academic competence to originate courses and curricula proper for needs of students. The philosophy and practice of adult education in New York University is based upon belief in the effectiveness of liberal arts in the continuing education of adults. The Division also offers vocational courses, services to industry and management, and services for many specialized needs. Central to the Division's theory and practice in adult education is that no hard and fast line can be drawn between vocational and cultural courses. An effort is made to encourage teaching that opens up meaning and implications beyond immediate purposes of the courses. Teachers are not taken primarily from the University faculty. Many are recruited among non-academic men of talent and reputation in their own fields. The big task of re-molding men and society through continuing education should be a partnership of all means and devices that adult education has been able to devise and use. 489

Bradley, Phillips. University's Role in Workers' Education, In Adult Education Journal, 8 (April, 1949), 81-90.

Discusses the right of workers groups to university adult education, problems in developing a university workers' education program, joint educational participation with labor groups, policy considerations, and goals of workers' education. In addition to education related directly to immediate interests of labor unions, university workers' education services have a broader goal of education for understanding of economic, political, and social institutions. This predominant objective in the current concern of labor to broaden its educational base is identical with that of organized education itself. 490

Broady, Knute O., Betty B. Dimmit, and Russell Grumman. "Three Arts Go On Tour." N. U. E. A. Studies in University Extension Education, No. 6. Bloomington, Indiana: National University Extension Association, November,

1951. 13 pp.
A description of three projects as experiments in art extension sponsored by N. U. E. A. member institutions. Contents: "Nebraska's Traveling Art Galleries," by K. O. Broady; "The Touring Theatre of the University of Washington," by Betty B. Dimmit; and "The North Carolina Symphony Orchestra," by Russell Grumman. 491

Brown, Giles T. Two Minutes Are Not Enough, In Junior College Journal, 25 (October, 1954) 75-82.
Lack of interest and ignorance in world affairs constitute an opportunity and challenge to adult education in this field. Describes a course at Orange Coast College, Costa Mesa, California, as an example of an adult education program in international affairs, including type of students enrolled, reasons for enrollment, content, and methods used. Makes suggestions for such a course, resulting from experience with this particular program, as to student response, qualifications of teachers, informality in presentation, student interest, and values of the course. 492

Burrell, John A. "A History of Adult Education at Columbia University, University Extension and the School of General Studies." See No. 335. 493

Campbell, George W. "University Extension Centers in the United States." Ed. D. Dissertation. Columbia University, Teachers College, 1957. 494

Campbell, George W. University Extension Centers in Higher Education, In Teachers College Record, 59 (December, 1957) 156-62.
University extension centers are defined as "off-campus locations at which universities provide physical facilities, some full-time personnel, and selected educational programs for persons not utilizing campus resources." These centers have grown rapidly in recent years and will probably continue to increase in importance as they are used to relieve enrollment pressures. The writer discusses the centers' responsibilities for providing lower-division education of the junior college type, upper division education, and graduate study, for distributing, explaining and popularizing research, for offering programs of community development, and responsibility of extension personnel for organization, development, and operation of well-rounded off-campus programs. Extension centers

have a special responsibility in higher education which is to minimize the gap between educational needs and available resources. This gap is now greatest at the community college level, but will probably shift to a higher level. Because of connections with universities, ability to provide services of all types and levels, and adaptability to changing conditions, extension centers are particularly well suited to this task. 495

Carson, J. O. Meeting Community Needs Through the Community College, In Association for Higher Education, Current Trends in Higher Education, 1949. Official Group Reports of the Fourth Annual National Conference on Higher Education, Chicago, Illinois, April 4-7, 1949. Washington, D.C.: National Education Association, Department of Higher Education, 1949. Pp. 90-98.

The community college attempts to meet the post high school educational needs of youth of college age, and also to serve higher education needs of adults in the community. While drawing on community resources and talents for its program, the community college should provide service and facilities for enriching the cultural life of the community through educational experiences appropriate to vocational, educational and cultural interests of adults. Types of institutional organization, advantages of the community college as a form of higher education organization, and determinants in establishing a community college are discussed. Well-rounded terminal curricula interrelate two major functions, provision of a core of general education and offering vocational training. In adult programs most community colleges find that courses providing vocational or personal development are most popular and courses pertaining to avocational skills and recreation are second in popularity. Demand for cultural courses has often been disappointing. Community colleges also render valuable adult education services through staff members who act as consultants in community planning. Mature teachers who can relate courses, whether general or vocational, to the world of work are most successful in dealing with adults and terminal students. Administration of adult education requires special ability in identifying need. The community college offers challenging new educational horizons and frontiers. 496

Center for the Study of Liberal Education for Adults. "A Review of 1956, a Report of Center Activities During the Past Year, and a Look Ahead." Chicago: C.S.L.E.A.,

1957. 45 pp.

An introductory section, "Some Observations and Hypotheses," underlines some insights about the Center's operation and hypotheses about its activity based upon experience of past years, and identifies several points of emphasis in program direction. Activities and projects of the Center are viewed as falling into five distinct categories, each described in a section of the report: (1) strengthening associations in the field of university adult education; (2) improving relationships between divisions of adult education and the total university; (3) strengthening leadership and faculty in university liberal education for adults; (4) clarifying relationships between universities and their communities; (5) experimentation with new approaches to programming in liberal education. Projects and activities in these areas include sponsorship of conferences, seminars and institutes, sponsorship of research studies and projects, cooperation with associations and voluntary organizations, experimental programs, development of materials for improving classroom instruction, field work and consultation, and publications. The last section, "Future Directions," describes seven major tasks which should dominate Center activity during the coming year: (1) experimental programs, (2) cooperation with associations, (3) improving relations between divisions of adult education and the total university, (4) strengthening leadership and faculty in university adult education, (5) clarifying relations of universities to their communities, (6) expanding field work and consultation, (7) communication and publication. 497

Colwell, Ernest C. The University Serving Its Community and the Nation Through a Program of Adult Education, In National University Extension Association Proceedings, Thirty-Third Annual Meeting, Chicago, 1948. Vol. 31. Pp. 67-69.

The task of adult education in America is too extensive for universities to do all that is needed, but if the job is to be done on a national scale, universities and colleges must take the lead in planning this program. Adult education should not be remedial or supplementary, but a distinct part of the total program for education of all citizens. The primary task of adult education is to continue education for citizenship begun in formal schools. Society can educate its citizens in the most important areas only by providing education for them as adults. Universities and colleges are especially fitted to experiment with methods and contents of adult education. 498

Conley, William H. The Adult Education Program in the Catholic College, In National Catholic Educational Association Bulletin, 54 (August, 1957) 371-375.

Discusses responsibility of the Catholic college for adult education, and some guiding principles in developing and carrying out a successful program. At present most urban Catholic collegiate institutions offer some type of program for adults consisting of courses identical with day courses, courses provided solely for evening students, graduate programs, non-credit courses, workshops, and laboratory programs. Forces causing colleges to expand adult work are: (1) administrators being continuously made aware of the college's responsibility for adult education, (2) pressure by different community groups to offer specified courses; (3) faculty members seeing a felt need for courses they are qualified to teach; (4) financial returns. Three principles are suggested for use in evaluating present programs and in serving as a guide in introduction of future offerings: (1) Adult education programs should be in harmony with stated objectives of the institution. This principle restricts offerings to those areas in which there is intellectual content. Two other areas appropriate to the university are development of leaders for adult education and research. (2) Directing learning activities of adults is different from directing that of later adolescents. (3) Organization for adult education depends on local conditions. Types of organization include the separate administrative unit called university college; the evening college or evening division which may or may not be autonomous units; the organization in which the day dean or deans control the adult program. Evaluation of existing structure or planning of the future organization should include careful consideration of local conditions and judgment on which type of organization can achieve desired goals. 499

Conley, William H. The University's Role in Adult Education, In Journal of Higher Education, 26 (January, 1955) 14-17.

Discusses multiple functions of the university in adult education: (1) to provide regular degree programs to persons who have delayed their education and wish to have a unified program, and a certificate or diploma program for those interested in a limited area; (2) to provide a continuation of education for those who have degrees or some college work; (3) to meet vocational and professional needs in harmony with objectives of the university; (4) to develop leaders in adult education; (5) to carry on research in adult education. Although there are pressures to expand into other fields, the university can perform its greatest service by adhering to activities in harmony with its objectives. 500

Cooper, William M. Adult Education Programs of Negro Colleges and Universities. See No. 359. 501

Cousins, Norman. Where Higher Education Begins, In New York State Education, 37 (October, 1949) 11-14+; same condensed under title, The Whole Man, In National Education Association Journal, 39 (April, 1950) 264-265.

Due to the vast expansion of human experience and knowledge, a program for true undergraduate higher education requires extension beyond the traditional four years. What form an extension of college training may take will be open to considerable disagreement. It is a fruitful field for pioneering by colleges and universities. A great opportunity faces colleges and universities in the field of adult education. This has two aspects: (1) the field of general knowledge and the arts, and (2) the field of those professions closely related to public welfare. By "adult education" is meant the need for a coordinated national program for continued education for college graduates. The plan here described is for the development of the whole man, one who will have an understanding of interconnections and interrelationships within the entire province of organized knowledge. The individual requires both specialization and general study. Over and above specialized training, there is a vast area to be cultivated in making a new science of integration, built on interdependence of knowledge. Since we live in an interdependent world, we must educate for interdependent living. The transcendent goal of education today is preparation for world citizenship under freedom. 502

Crimi, James E. "Adult Education in the Liberal Arts Colleges." See No. 360. 503

Darden, Colgate W., Jr. The Most Pressing Question, In Adult Education Journal, 7 (January, 1948) 14-15.

The President of the University of Virginia, in his inaugural address, October 1, 1947, made a plea for greater emphasis on adult education by the University. The most pressing question is what is to be done for the seventy-five per cent of high school graduates who go to work, not to college. Given the opportunity, they can supply a larger number of able citizens than are supplied by colleges and universities. The resources of the University should be mobilized behind a carefully prepared program of adult education. The day will come when adult education will eclipse in effectiveness anything ever done with children. The adult can profit more from learning because of life experience. Experiments of the Danes in this field are of great value. It is hoped that the University of Virginia will be able to carry on experiments among the people of Virginia. Through adult education it may be possible to solve the enigma of how to build a society which will endure. 504

Davis, George E. What Will Be the Changing Responsibilities of the Colleges and Universities to Adult Education, In Association for Higher Education, Current Issues in Higher Education, 1957. Proceedings of the Twelfth Annual National Conference on Higher Education, Chicago, Illinois, March 3-6, 1957. Edited by G. Kerry Smith. Washington, D.C.: National Education Association, Association for Higher Education [c1957]. Pp. 105-107.

Currently the interest in liberal education for adults has gained eminence. It represents an area which all administrators of adult education programs increasingly need to develop. However, there are needs that will not be completely served by expansion of liberal education programs as currently conceived. Colleges and universities must be increasingly involved in semi-professional programs relating to particular occupational areas. A review of problems will indicate areas in which the college and university can analyze needs and suggest ways of meeting them, and will also indicate areas better handled by representatives of industry. No college or university can administer a complete adult education program, but those responsible for adult education activities can work through public schools, libraries, churches and other cultural agencies. The greatest service the college or university can perform is to keep informed about new developments in the field and new opportunities for service, and acquaint heads of community agencies with what they are. Through excellent adult education programs these community agencies can gain needed community support. Adult education needs to offer retraining programs in technical fields, and also education for increasing leisure, including liberal education, hobby interests, and civic activities leading to community development and improvement. Colleges and universities should take the lead in encouraging studies of problems of aging, in preparing individuals for changes of retirement, and in collecting and disseminating facts concerning successful programs in this area. There is need for research programs in adult education in the areas of health, employment, standards of living, educational needs, recreation, spiritual needs and approaches to solving problems in these areas. Through research and increased involvement of staffs of colleges and universities in solution of adult education problems will come a more complete comprehension of the magnitude of the field and a better appreciation of the contributions college and university staff members may make to solution of these problems. 505

Demarest, G. Stuart. The Evening College at Rutgers, In New Directions for University Adult Education: Institution Centered. Notes and Essays on Education for Adults, No. 11. Chicago: Center for the Study of Liberal Education for Adults, 1955. Pp. 1-24.

The purpose of the paper is "to show the advantages of a complete, full-time evening college faculty and staff concerned exclusively with education of adults as it is now operating in University College of Rutgers University, and to consider how such a plan fits into the present state of university adult education." Includes historical development of University College of Rutgers University; characteristics of organization of the College; academic departments; part-time faculty; financial problems; integration with the University; entrance requirements; academic standards; characteristics of students; curriculum. 506

Dickerman, Watson, Adult Education Through University Extension, In California Journal of Secondary Education, 21 (November, 1946) 310-312.

Describes services of the University of California Extension, particularly for veterans, in the reconversion period. It is the responsibility of adult education in the reconversion period to provide three significant types of services: (1) education, retraining, and guidance for veterans and war workers; (2) education for responsible international and community citizenship; (3) opportunities for cultivation of personal interests. This is similar to the responsibilities of adult education in normal times to provide education for occupational improvement, more responsible citizenship, and personal growth. The University finds these needs can be met through adaptation and expansion of existing services of its five major departments: classes, correspondence courses, institutes, lectures, and visual services. 507

Diekhoff, John S. Alumni University, In Journal of Higher Education, 28 (October, 1957) 353-360; 407.
Urges universities to provide programs of adult education for college graduates to bring them up to date in changing fields such as natural sciences and social sciences, and to provide general education from which the adult college graduate can benefit more in his maturity than as an undergraduate. 508

Diekhoff, John S. From the Cradle to the Grave, In Journal of Higher Education, 26 (January, 1955) 10-12.
It is never too late to start school, but it is easy to depend on school too long. The important adult education functions of the evening college are in a sense remedial education: (1) to provide special instruction in subjects within the purview of the university; (2) to provide vocational or professional up-grade training; (3) to provide educational programs designed to foster the qualities that make an educated man. None of these activities should be interminable. Liberal education ends with intellectual maturity, which includes independence of schools, teachers, and school programs. The measure of success of an evening college should not be in terms of those who keep coming back, but in terms of those who stop coming with "unfelt needs" satisfied and a felt need to keep learning still unsatisfied. 509

Diekhoff, John S. "Schooling for Maturity." Notes and Essays on Education for Adults, No. 13. Chicago: Center for the Study of Liberal Education for Adults, 1955. 19 pp.
An expansion of the remarks made by the author under the title, "From the Cradle to the Grave." See No. 509.
510

Diekhoff, John S. Time Off for Good Behavior, In Journal of General Education, 7 (October, 1952) 41-47.
The college degree program for adolescents, based on certain specified courses and amassing a certain number of credits, is not appropriate for adults. The replica of the day program is the most common liberal arts activity

of evening colleges. There is a significant difference between day and evening college students even when the age difference is only a few years, because of job and family responsibilities, experience, attitudes, needs and understanding. The type of adult program consisting of various courses, referred to as the "evening cafeteria," often includes many things that are not education in the sense that they form or cultivate the intellect. Certificate programs or "associate degrees" for adults are steps in the right direction, but they do not solve the problem because they are also awarded on the basis of credits amassed, and are considered inferior to the Bachelor's degree. What adults need is an opportunity to plan their formal schooling and to earn degrees in terms of what they know and what they can do. The College of the University of Chicago has such a plan for undergraduates, in which both admission and graduation are determined by examinations constructed to test accomplishments of students. Three important differences between this program and those of other colleges are: (1) the policy of stating requirements for graduation in terms of comprehensive examinations rather than time served in class, and use of placement tests to determine what portion of the college program the student had mastered before beginning his work in the College; (2) giving of primacy to discussion as a method of teaching and learning; (3) subordination of the textbook to primary sources as material to be studied. Far-sighted evening colleges can establish an appropriate integrated program of liberal education, proposing the degree for that program only after its merit has been demonstrated. Attacks against "standards" can be met by challenges to make comparative studies of achievement of day and evening students. Such a program would establish far reaching precedents in adult education and contribute to improvement of higher education generally. 511

Douglass, Harl R. Adult Education--an Impressive Challenge for the Community College, In Junior College Journal, 25 (April, 1955) 448-452.

Early junior colleges were largely college preparatory. In the 1930's and 1940's terminal programs spread widely. More recently junior colleges have begun to develop curriculum courses of the semi-professional and technical type. The community college concept includes not only teaching along lines of community needs and resources, but also reaching a larger number of adults with educational programs. Among the many types of adult education courses and programs are: (1) vocational courses, (2), courses related to opportunities for education for leisure; (3) cultural study courses; (4) courses on various aspects of parenthood. Improvement of public relations and development of good will is important in the program of adult education. Organization of courses and methods of teaching should be different for adults than for college students. Rarely should there be credits or examinations. Materials should be carefully selected to meet needs and interests of adults. Teachers should be carefully selected and be aware of the necessity of planning and teaching in a manner suitable for adults. 512

Durham, Elizabeth W. Alumni Education, In Handbook of Adult Education in the United States, edited by Mary L. Ely. New York: Institute of Adult Education, Teachers College, Columbia University, 1948. Pp. 225-227; 320-325.

Alumni education dates from the end of World War I when there was spreading recognition by colleges of the possibilities inherent in well organized alumni bodies. The challenge has been met first in liberal arts colleges with two general types of programs, the first centered in books and reading lists, the second centered in group activity, designated variously as alumni lectures, conferences, forums, institutes, or as "alumni colleges." Many programs of both types ended with World War II. A survey in 1946 sent to two hundred members of the American Alumni Council found that fifty-nine institutions were carrying on some type of post-collegiate education for their graduates and former students. Urban universities have found it easy to establish programs of alumni education because of large groups of alumni in their vicinities. Since the war there has been an increase in interest which may be traced to the return to civilian life of alumni who were matured by military service and by the realization of the importance of higher education. Brief descriptions of thirty-one programs representing various types of alumni education, listed alphabetically by names of colleges and universities, are given. 513

Dyer, John P. "Ivory Towers in the Market Place; the Evening College in American Education." Indianapolis: Bobbs-Merrill [c1956]. 205 pp.

"A report on the university evening college, its nature, its practices, and its problems, and a suggestion of what its role probably should be in our contemporary society."

Based upon extensive research conducted under the auspices of the Center for the Study of Liberal Education for Adults. Chapters are: "The Evening College Student;" "Development of the Evening College;" "The Evening College and the Community;" "The Curriculum--Real and Imaginary;" "Dean and Faculty;" "A Role for the Evening College;" "Liberal Education." 514

Dyer, John P. Should Our Colleges and Universities Rethink Their Objectives in Adult Education? In Association for Higher Education, Current Issues in Higher Education, 1954. Proceedings of the Ninth Annual National Conference on Higher Education, Chicago, Illinois, March 4-6, 1954. Edited by G. Kerry Smith. Washington, D.C., National Education Association, Association for Higher Education [c1954]. Pp. 239-242.

The fact that many colleges and universities have some form of a program for adults does not mean that there has been any really basic thinking done about these programs. The college or university is youth-centered, and adult departments are treated as appendages not vital to educational progress. Basic thinking on adult education must include the following: (1) There must be a basic frame of mind or fundamental credo that education must be based on a belief in true democratic processes, and that education is for people, not just for youngsters in the daytime. (2) This credo must be translated into terms not only of the individual, but of the community and its needs. (3) There must be enough flexibility to examine critically teachers and curricula in terms of adult needs and capacities. (4) An institution must decide its goals for an adult program and the foci of effort. (5) The administrative relationship between the adult education division and the other divisions must be clearly defined and understood. Adult education is a vital force which requires earnest thinking, objective and constructive criticism, and sustained attention. 515

Eells, Walter C. The Community's College, In Adult Education Journal, 4 (January, 1945) 13-17.

Statistics are given for the total enrollment of junior colleges, the adult student enrollment, and percentage of adult students in the total enrollment for 1936-1944. These figures show that the junior college is a rapidly growing phase of American education and that the most rapid junior college growth is in the field of adult education. This increase is due to the fact that the junior college, particularly the local, publicly controlled junior college, is increasingly being thought of by its leaders and supporters as a community institution with the opportunity and obligation to meet the educational needs at the college level of all the community's citizens. In many cases the junior college can organize and operate a complete adult education service more effectively, conveniently, and economically than any other agency. Courses offered include both those designed to develop vocational competence and those designed to raise the general cultural level of the community and to develop more intelligent citizenship. Several examples are given of types of work given in widely scattered institutions to suggest the varied ways in which progressive junior colleges are attempting to meet the needs of their communities. Every indication points to a still wider and more vigorous response to this educational opportunity in the decade ahead. 516

Eisenhower, Milton. Responsibility of the University for Adult Education, In National University Extension Association Proceedings, Fortieth Annual Meeting, Pennsylvania State University, May 1-4, 1955. Vol. 38. Pp. 78-84.

The need for extension services of an institution of higher education is as critical as that for on-campus instruction and research. The extension function should be regarded as equal with the other two in the development of the institution's total educational program. Five major problems facing the American people that pinpoint the critical need for strengthening and expanding university-related adult education programs are: (1) displacement of hand labor by an accelerating technology and the consequent requirement for many levels of training in various occupations and professions; (2) the need of continuing liberal adult education for people of all levels of education in an age of extreme specialization; (3) the problem of how best to meet social, economic, and cultural needs of an aging population; (4) the problem of how to develop motivation and opportunity for constructive use of leisure time; (5) need of developing among all citizens the capacity to think in global, as well as local and national terms, understanding of world problems, and an appreciation of basic moral values of a free society. 517

Essert, Paul L. "Report to Teachers College on Adult Education in the United States and Its Implications to Education." See No. 43. 518

"Evaluating the Evening College as a Teaching Institution." Report of the Southern Regional Faculty Seminar, New Orleans, Louisiana, November 10-13, 1955. See No. 286. 519

Fitchett, E. Horace. "What Are the Responsibilities of Negro Colleges for the Adult Education of Negroes in the Post-War World?" See No. 365. 520

Georgia. West Georgia College. "College in the Country, a Program of Education for Adults." Carrollton, Georgia: The College, 1955. 29 pp.

"College in the Country" is a program of adult education in fourteen communities near West Georgia College, a unit of the University System of Georgia. The program has also spread to other centers. A Policy Committee, made up of administrative officers of West Georgia College, considers all requests for assistance to College in the Country groups and for new projects in terms of staff time, consultants and leaders available. No set pattern for the program has been developed; dissimilarities in communities are taken into account and the program and leaders profit from experiences with different community groups. Leaders are found among professional educators, semi-professional and lay people. Potential leaders emerge as members participate in discussion meetings, and form a Planning Committee or Conversation Team which contributes to the program of studies. Special consultants and resource leaders are brought in from time to time. West Georgia College cooperates with agencies requesting study programs. Subjects studied have been concerned with history, world affairs, lives of great men, family life and understanding children, cultural and scientific subjects. Some techniques used are informal study-discussion groups, films, speakers followed by audience discussion, role playing, panel-symposiums, forums, buzz sessions, studycades and field trips, and surveys. Through the College in the Country programs there has been a deepening of insights, awareness of opportunities for learning, feeling of togetherness, better understanding of other peoples, and appreciation of opinions of others. Leadership has been developed and community welfare has been advanced. 521

Getsinger, Joseph W. Adult Education, a Separate Major Division of Education, In School and Society, 63 (April 27, 1946) 314-3

A reply to an article by Maurice Matloff (see No. 568) who proposed that colleges undertake a major role in post-war adult education. Getsinger points out that colleges can do only a small part of the job of adult education. He describes adult education as a major division of education, just as elementary, secondary, and higher education. 522

Gillen, Wilfred D. The Institute of Humanistic Studies for Executives: an Experiment in Adult Education, In Fund for Adult Education, Liberal Adult Education. White Plains, N.Y.: F.A.E., 1956. Pp. 15-27.

A description of the University of Pennsylvania Institute of Humanistic Studies, developed with the cooperation of and for the American Telephone and Telegraph Company. The Company has had training courses both technical and non-technical, but a program was needed which would "sharpen the individual's creative insight, widen his frame of reference to many fields of human behavior, and provide him with some techniques with which he could test the logic and consistency of his own thinking." The administration of this program has been in the hands of a committee of five faculty members of the University of Pennsylvania, two representatives of the Telephone Company, with the provost of the University as chairman. Objectives are: (1) to enable a potential future executive to understand and interpret social, political and economic changes, national and worldwide, which will influence problems of corporate management increasingly in the future; (2) to indicate the importance, impact and use of history, science, philosophy, and the arts, particularly as they influence large groups of people such as employees, customers, and stockholders; (3) to motivate participants in the program to accept the concept of intellectual activity as a never-ending process to be continued through life; (4) to balance with a humanistic background the almost complete attention generally given by younger men to technical knowledge and competence; (5) to offset a tendency to over-conformity which occurs in a business which is highly specialized and which promotes from within the organization. Men are selected from middle management groups on the basis of past performance and expected potential for progression in the business. Their educational backgrounds are varied, and in each group there have been some non-college men. The permanent faculty is drawn primarily from the University of Pennsylvania, with some from Swarthmore and Bryn Mawr, and additional guest lecturers. Subjects are grouped in four major fields: history, science, philosophy, and the arts. Teaching methods include lectures, discussions, seminars, and field trips. There are no marks or examinations, and no reports about individual students to the Company. Evaluation of the program by means of psychological tests has given valuable information about the curriculum and has pointed the way toward modifications. Some of the results of the experiment are summarized: (1) Participants were enthusiastic and indicated they have increased personal identity and self-realization. (2) They have greater intellectual curiosity and self-confidence and are better able to express ideas. (3) It has made them better family men, better citizens in their communities, and better individuals. Results have encouraged the Company to plan additional experimental programs at Williams, Dartmouth, and Swarthmore College. 523

Goldwin, Robert A., ed. "Toward the Liberally Educated Executive." White Plains, N.Y.: Fund for Adult Education, 1957. 111 pp.

A collection of articles designed to illustrate three propositions fundamental to an understanding of the education of executives: (1) Tasks executives face, arising out of economic and social roles of corporations, are of a magnitude that cannot be grasped and dealt with except by men with "big" minds. (2) In terms of education, the best way to cultivate the requisite "bigness" of mind is through liberal studies. (3) Since the needs for understanding and insight are never wholly met, liberal education should be continuous throughout life. Selections include: "Introduction," by C. Scott Fletcher; "Specific Needs for Leadership in Management," by Gilbert W. Chapman; "A Lifetime of Learning," by Francis H. Horn; "Bell Telephone's Experiment in Education," by E. Digby Baltzell; "Why Should a Company Spend Money in This Way?" by Wilfred D. Gillen; "The Big Job of the Moment," by Frank W. Abrams; "When Is Education Liberal?" by Ralph B. Perry; "Aims of Education," by Alfred N. Whitehead; "Liberal Arts as Training for Executives," by Frederick E. Pamp, Jr.; "Importance of Language," by Peter F. Drucker; "An Ulcer, Gentlemen, Is an Unwritten Poem," by John Ciardi; "Communications and Distribution," by Frederick R. Gamble; "Labor, Leisure, and Liberal Education," by Mortimer J. Adler; "Liberal Education for Business Leadership," by J. Roby Kidd; "Social Innovation," by Peter F. Drucker; "The Free Individual and the Free Society," by Robert J. Blakely; "The Cultivation of the Mind," by Clarence B. Randall. 524

Gordon, Morton, ed. "New Dimensions of University Responsibility for the Liberal Education of Adults;" a Report of the Daytona Beach Conference of Urban University Presidents, Daytona Beach, Florida, May 3-6, 1956. Chicago: Center for the Study of Liberal Education for Adults, 1956. 44 p.

Report of a seminar co-sponsored by the Association of Urban Universities and C. S. L. E. A. to (1) provide a national forum in which educators could exchange views concerning the urban university's pioneering mission for liberal education of adults; (2) enhance participants' awareness of important new trends in university adult education; and (3) produce a statement of policy for guidance of the Center and of deans and directors of adult education in further exploration of the theme of the seminar. Areas of activity and purposes of C. S. L. E. A. are defined in the introduction. The report contains "A Policy Statement;" the keynote address, "The Urban Environment's Challenge to the University," by George D. Stoddard (see no. 616); and a list of five experimental programs (Brooklyn College Experimental Degree Program, Basic Program of Liberal Education for Adults at University of Chicago, Queens College Seminars for Adults, Master's Degree in General or Liberal Education, and Laboratory College for Adults) with the principle illustrated by each, and a discussion of participants' reaction to these models. Appended are the Seminar Agenda, Roster of Participants, and Seminar Staff. 525

Gordon, Morton. "The Role of Liberal Arts in the University Evening College Curriculum," a Report of a Conference of Liberal Arts Deans Held at Pinebrook, New York, October 14-17, 1954. Chicago: Center for the Study of Liberal Education for Adults [1955] 15 pp.

Objectives of the Conference were: (1) to provide a national forum in which prominent deans of liberal arts could exchange views; (2) to enhance the deans' awareness of the importance of university-level adult education; (3) to sharpen basic issues and problems amenable to research and experimentation by the Center and by deans and directors of the Association of University Evening Colleges. Problems discussed were: the role of the university in adult education, how the liberal arts can be adapted to the interests, experiences, and special abilities and disabilities of adults, academic standards, special problems of non-credit liberal arts programs for adults, and merchandizing liberal arts programs. Impressions and conclusions drawn were that the tenor of comments indicated a need for the Center or some other agency to communicate to liberal arts deans information about adult education in general and about the evening college movement; and that a greater liaison between day and evening deans is required for exchange of views concerning objectives and methods of the evening college to establish a basis for working out problems to the satisfaction of both day and evening divisions. As a result of the Conference, at least some of the deans became more aware that university-level adult education is a serious and legitimate field, that problems of this field are complex and that "respectable" research can contribute to their understanding and solution, and that there are many kinds of evening colleges and many kinds of relationships between day and evening colleges. In view of these impressions and conclusions, alternative next steps open to the Center seem to be: (1) a conference of evening deans to explore methods of improving relations with day divisions; (2) a conference of pairs of evening and day deans to discuss mutual problems; (3) a conference of evening deans, day deans, and faculty to accomplish purposes stated in (1) and (2). 526

Graney, Maurice. General Extension Courses, Their Place in Publicly Supported Institutions of Higher Education, In Journal of Higher Education, 28 (January, 1957) 10-14, 57-58.

The general extension program in higher education is of value because it is oriented toward purposes, wishes, and welfare of a large segment of the citizens in a democracy. An examination of general extension activities of modern universities reveals four clear-cut purposes: (1) Expansion of resources and services to individuals and institutions within the culture which supports the university. This service directs attention to those persons desiring formal collegiate instruction, and embraces almost every subject area. (2) Opportunity for any learning important to problems and lives of the people served. This is achieved by instruction in two major categories, non-credit courses of college grade and courses of less than college grade specialized to meet real needs and demands. (3) Promotion of understanding of educational and research processes so that these processes will be supported by the community. (4) Conduct of exploratory and developmental work to determine areas of university activity in a dynamic society. Extension service is the "present" of a structure of which the instruction is the "past" and research is the "future." Increasing acceptance of extension service is reflected in statistics of enrollment, staffs and budgets. Almost every subject matter field is covered with about half of the instruction given in the arts and sciences. Any institution of higher education should consider carefully its general extension activity as an instrument of over-all institutional policy, especially publicly supported institutions such as state universities and land grant colleges. 527

Grumman, Russell M. and others. "University Extension in Action." See No. 340. 528

Guzzetta, D. J. A Three-Pronged University Program, In Adult Leadership, 6 (September, 1957) 78-80.

Adult education services of the University of Akron are in three clearly defined areas of responsibility, the Evening College, The Community College, and the Institute for Civic Education. The Evening College offers courses for certificates and degrees, and has a traditional, academic character. The Community College has a program designed to meet specific community needs with shorter, non-credit courses. This area also serves as an experimental phase of operation for varying classroom type courses. It often co-sponsors series and courses with other agencies. The Institute for Civic Education provides special services and programs to groups in a variety of fields, such as conferences and workshops, information for group or organizational meetings and informal programs in the general area of liberal adult education. This three-pronged program of the University of Akron and similar programs are evidence that our universities can effectively expand into "non-traditional" channels and meet a variety of needs without sacrificing educational stature. 529

Hammarberg, Helen V. "Informal Adult Education Programs." N. U. E. A. Studies in University Extension Education, No. 9. Bloomington, Indiana: National University Extension Association, 1953. 16 pp.

A description of the administration and operation of informal programs such as lectures, institutes, conferences, forums, short courses, workshops, tours, etc., at Pennsylvania State College, University of Chicago, and University of California. 530

Harrison, R. Wendell. The Community Responsibilities of Institutions of Higher Learning, In Institute for Administrative Officers of Higher Institutions Proceedings, Vol. 20, The Community Responsibilities of Institutions of Higher Learning. Chicago: University of Chicago Press, 1948. Pp. 1-4.

The first responsibility of a college to the community is to do its own work well. The second responsibility is to assist in the general improving of the quality of higher education. But the college must also be alert to the possibilities of contributions to the community. It must take the lead in planning the adult education program. It must explore community needs and problems and find means of meeting them. 531

Horn, Francis H. The Community Responsibilities of Institutions of Higher Education, In Association for Higher Education, Current Issues in Higher Education, 1950. Major Addresses, Official Group Reports, and Resolutions of the Fifth Annual National Conference on Higher Education, Chicago, Illinois, April 17-19, 1950. Edited by R. W. McDonald and R. C. Maul. Washington, D.C.: National Education Association of the U.S., Department of Higher Education [c1951] 168-173.

Every institution of higher education has some responsibility to its community. Expansion of educational opportunity for youth of the community through full-time, day programs is one of the major responsibilities. The second broad category of community responsibility comprises educational services which supplement and extend regular programs, and which include courses comparable to those of the undergraduate program, degree programs not confined to duplication of daytime courses, courses for vocational and professional advancement as well as for personal and cultural development, non-degree programs leading to a certificate, isolated courses with or without academic credit, consultant and advisory services, clinics and testing laboratories, audio-visual materials, and research and analysis studies. Which services a college or university will render will depend first upon institutional factors of basic objectives, size and tradition, and resources, and second, upon the nature and needs of the community. In these critical times requiring an informed and educated citizenry, every college and university must contribute to the continuing education of adults in its community. In many institutions of higher education the adult education program will be the most important service they render to the local community. 532

Horn, Francis H. International Understanding, the Lament of a Discouraged Adult Educator, In Adult Education Journal, 9 (July, 1950) 109-118.

The Dean of McCoy College of Johns Hopkins University describes his efforts to develop a program of adult education for more effective citizenship in the world community, which he considers the most important goal of adult education. He expresses disappointment and discouragement at the lack of interest in courses on international affairs and offers some explanations and invites suggestions of other adult educators for making this type of program more successful. The article is followed by comments of Wilbur C. Hallenbeck, John P. Barden, Maria Rogers, and Shepherd L. Witman. 533

Houle, Cyril O. The American University and Adult Education, In Educational Record, 36 (October, 1955) 336-345.

A paper originally presented to a national conference of university administrators, sponsored by the Center for the Study of Liberal Education for Adults. University adult education in the United States has existed for a century and a half, but all stages of its development may still be seen in existing programs. In the education of adults, our generation sees the goal of creating a better society by giving all men the opportunity to continue to learn throughout life. Early patterns were good to the extent that they provided immediate gratification and awakened desire for further knowledge. In moving toward broader goals and a more comprehensive program, deans of adult education have discovered that the new dimension of lifelong learning has changed their perspective toward traditional ends of university education. Three conclusions are of major importance: (1) Adult education restores to liberal education an older and broader interpretation than customarily provided on our campuses. Mature adults are more concerned with and more competent to handle deeper and less precise subjects than undergraduates. (2) Professional education of adults must have different and more complex goals than professional education offered to young people. Its task is one of in-service education which goes on through a life-time. (3) There are other ends of education which are coordinate with and perhaps equally important to liberal and professional education. They are concerned with practical but non-vocational responsibilities of adults related to their personal and social lives. A fourth broad goal is recreative education. The four goals are intertwined in real life. Extension and evening college deans must demonstrate the importance of building new programs concerned with the nature, needs, and interests of adults, and of the development of an adequate system of administration which achieves both flexibility and coordination. Deans of adult education operate under several disadvantages not shared by fellow deans: (1) lack of a single, all-embracing goal, and the necessity of playing many roles; (2) lack of any recognized area of content as their own; (3) lack of cooperation from colleagues from departments or schools within the university in building extension programs; (4) problems arising from having or not having their own faculties; (5) uniqueness of the evening college or extension division which makes it impossible to fit into a rigid scheme. A period of further growth of university adult education is required before issues become clear and an acceptable pattern emerges. 534

Houle, Cyril O. "Community Educational Services as an Emerging Function of Higher Education," in Institute for Administrative Officers of Higher Institutions Proceedings, Vol. 20, The Community Responsibilities of Institutions of Higher Learning. Chicago: University of Chicago Press, 1948. Pp. 5-13.

Some changes have taken place in colleges and universities due to internal adaptation to the world, but the greatest changes in the future will come from the motion outward to provide community services to the adult public. Included will be: changes in undergraduate and graduate curriculums; vitalization of teaching methods; change in organizational structure of colleges and universities; community education services will help to support colleges and universities. Colleges and universities have a great future in the field of adult education if they rise to the challenge. 535

Houle, Cyril O. Education for Adult Leadership, In Adult Education, 8 (Autumn, 1957) 3-17.

The development of continuing education has added a new dimension to the work of universities. The central function of the university in continuing education is to develop and serve mature self-educating leaders who can guide the social change of the future. A second broad task is to put the knowledge of its faculty at the service of those who have already developed a strong habit of self education, for example, in programs to help people advance in their professions, meet new tasks which adulthood brings, aid in enlargement of understanding and appreciation of life through liberal education. A third task of the university in this field is to study its implications for the operation of the whole institution, in its organization and in its cooperation with other agencies. In the future, universities will do more research on the psychology of adult learning in order better to educate adult educators. 536

Houle, Cyril O. "The Evening College: Its Purposes and Its Relationships Within the University." Detroit: Association of Urban Universities, Wayne University, 1953. 12 pp. Same in Association of Urban Universities Proceedings. Thirty-Ninth Annual Meeting, St. Louis, October 18-19, 1953. Pp. 91-108. Same condensed: Journal of Higher Education, 25 (October, 1954) 362-372; 398-399.

Discusses, through description of an imaginary institution as illustration, the growth and development of the university evening college, its functions, objectives, areas of activity, programs, methods of instruction, administration, faculty, finance, relationships within the university, relationships with the community, collaboration with other institutions of higher education, success, and potentialities. 537

Houle, Cyril O. and Charles A. Nelson. "The University, the Citizen, and World Affairs." Washington, D.C.: American Council on Education, 1956. 179 pp.

Co-sponsored by the Carnegie Endowment for International Peace, the Adult Education Association, the Association of University Evening Colleges, and the National University Extension Association, this comprehensive treatment of the university's role in educating adults about world affairs considers both the present scope and future development of this work. The ten chapters discuss the goal and methods of teaching understanding of world affairs as the responsibility of the adult educator; public opinion and foreign affairs; principles which define the role of the university in the field of adult education; an analysis of the kinds of adult education activities which universities now sponsor and the organization of these services within the university; the kinds of education suitable for each of four major groups of citizens--the inattentive citizen, the attentive citizen, the actively concerned citizen, and the specialist; and a general summary of the main themes of the book with a program of action based upon ends desired, means available, the distinctive role of the university and ways of overcoming deterrents to further development of education in world affairs. 538

Hudson, Robert B. Extension of the Campus, In Adult Education Journal, 4 (April, 1945) 55-58.

Emphasizes the need for college and university administrators and teachers to make adjustments to meet their responsibilities toward adult education. Colleges and universities are the best equipped of all agencies to undertake education of adults because of their accumulated knowledge and their scholars, teachers and research workers. But they are so rigidly bound to habit and tradition that they are not fulfilling the responsibility that is their potentially greatest service to democratic society. Adult education in colleges and universities should be a recognized arm of the administration and the Extension Division should be an Administrative Service Office, with prime responsibility for off campus teaching in subject matter schools and departments. If other less qualified agencies take adult education away from colleges, it is because teachers and administrators are unwilling or unable to adjust themselves, their routines, and their thinking to the real challenge of society. 539

Hunsaker, Herbert C. The Urban University Provides Community Educational Services, In Institute for Administrative Officers of Higher Institutions Proceedings, Vol. 20, The Community Responsibility of Institutions of Higher Learning. Chicago: University of Chicago Press, 1948. Pp. 78-88.

Institutions of higher learning must accept adult education as an integral part of their responsibility. Describes community adult education services of Western Reserve University as illustrations: consultative services of the faculty, for example in the steel industry; research in the medical, pharmaceutical, and chemical fields; cooperation with social welfare agencies; Personnel Research Institute; television research; city planning; Cleveland College School of General Studies; short-course programs; lecture series. Future developments for urban universities are to sell the idea of adult education, study the characteristics and needs of students, study community needs for curriculum development, study materials and methods, widen areas of service and cooperate with other community agencies, in-service training of professional people, use of mass media, better physical facilities, expansion of extension work especially in urban areas. 540

Hunsaker, Herbert C. What Are the Responsibilities of Higher Education for the Continuing Education of Adults? In Association for Higher Education, Current Issues in Higher Education, 1955. Proceedings of the Tenth Annual National Conference on Higher Education, Chicago, Illinois, February 28--March 2, 1955. Edited by G. Kerry Smith. Washington, D.C.: National Education Association, Association for Higher Education [c1955]. Pp. 85-90.

It is imperative that institutions of higher education now engaged in or planning to expand adult education programs arrive at a precise definition of their responsibilities. The same factors that will contribute to an anticipated increase in college enrollment will also contribute to an increase in the number of adults wishing to continue their education. The problems of planning for full time college students and for adult students are closely related and should be considered at the same time. Failure to meet the demand for adult education will prove detrimental to colleges and universities and to the local and national community. Adult education has become so major a phase of the total operation of many colleges and universities that many institutions are questioning how much of what is being done is central to their objectives and appropriate to their total responsibilities. We cannot hope to secure understanding and support for adult education until faculty, administration, and community leaders comprehend its vital role in our society and the responsibility of colleges and universities for leadership in this field. More and more colleges are sponsoring community improvement and development programs. They are discovering rich resources for research and teaching available in the community, the educational values for faculty and students who participate in community projects, and better understanding and support for higher and adult education resulting from community development. To achieve institutional communication and coordination, a central administrative unit is needed to serve all divisions engaged in adult education and related community services. In considering responsibilities of higher education for continuing education of adults, some crucial questions are: (1) Should subject matter and standards for mature adults be the same as for youth? (2) How can experience gained by teaching adults and rendering service to the community be integrated into graduate and undergraduate instruction and research activities? (3) What kind of cooperative relations should be developed with other colleges and cultural agencies? (4) To what extent should adult education be expected to pay for itself? (5) Is there need for reappraisal of objectives and functions of institutions of higher learning? If so, how should it be undertaken and by whom? 541

Hutchinson, Robert M. A Program in Adult Education, In School Review, 54 (October, 1946) 446-447.

Announcement of the basic program of liberal education offered by the University College of the University of Chicago, beginning with the autumn quarter, 1946. The announcement defines liberal education, discusses its concern with adults, and states the purpose of the Basic Program. 542

Ingraham, Mary S. "Development of Evening Programs." See No. 77. 543

Jenkins, Thomas S. "Correspondence Course Instruction and Investigation of Practices, Regulations, and Course Syllabi as Developed in State Teachers Colleges." Ph.D. Dissertation. University of Oregon, 1953. 544

Johnson, Eugene I. Variations on a Theme, In Adult Leadership, 3 (January, 1955) 10-12, 25.

The article describes a youth and family life program to illustrate a new approach to liberal education called "thematic coordination," identifies basic principles on which this kind of coordination rests, and concludes with a statement of reasons for describing it as liberal education. The core program revolves around seventy-six discussion groups, based on a radio series, "The Years Between," which presents questions and issues arising in families with teenagers. The Community Education Project at San Bernardino (California) Valley College acts as a service center providing the radio programs, newspaper articles to publicize them, reading materials, bibliographies, a resource persons bureau, and counseling services for the discussion groups. Each phase of the program represents coordination of talents and services of the community around a central theme. Three of the principles governing the development of thematic coordination seem of special significance: (1) The total community needs to be involved. (2) Modern mass media techniques need to be given a chance to work in ways which strengthen the values of a free society, and prevent creation of a mass mind by providing active and thoughtful reactions rather than passive acceptance of material presented. (3) Adult educators must learn how to relate education to organizational forms which people of a community spontaneously evolve, such as families, friendship groups, and work cliques. Factors that make this program liberal education are: (1) The entire program emphasizes the discussion method which has values for liberating the mind of man. (2) Emphasis has been placed on resolving great issues of human relationships that have always been of concern to thoughtful men. Objectives are to enlarge knowledge, deepen understanding, increase sensitivity to enduring values, and to lead people into creative response to the confusion of modern life. (3) A major aim of thematic coordination is to produce documents which are modern in terms of technique and valid as vehicles for liberal education. 545

Kempfer, Homer H. Adult Education in the Community College, In Junior College Journal, 21 (September, 1950) 18-25.

Defines a community college as a junior college with a comprehensive community program of adult education serving three major groups: (1) twelfth grade graduates pursuing studies in preparation for college or professional school; (2) students with or without twelfth grade diploma pursuing occupational, citizenship, or cultural courses; (3) part-time students of any age, any educational level, and any employment status, in both credit and non-credit courses. The third group is the major challenge to the community college. Discusses principles or policies for the community college in attempting to serve adults, such as selection of staff leaders for their competence, flexibility of schedules, location of activities close to the people, use of non-traditional methods, influence through community organizations, cooperation with other agencies and organizations, comprehensiveness of the adult education program of the community college, and utilization of many approaches. Suggests that community college adult educators work together with social scientists in improving community life. 546

Kempfer, Homer H. Community College and Adult Education, In Adult Education Bulletin, 14 (August, 1950) 166-172.

The community college is defined as "a composite of educational opportunities extended by the local public school system free to all persons who, having passed the normal age for completing the twelfth grade, need or want to continue their education." Groups served by the community college should be those included within the present junior colleges plus the total adult population. Therefore its program should include: (1) full-time credit carrying curriculums based upon twelfth grade graduation for young adults and others planning to transfer to institutions of higher education; (2) full-time curriculums in occupations, homemaking, and general education for those who want to attend full-time for two years or less; (3) part-time activities for adults above the normal high school graduation age, from illiterate to college graduate. If the community college program is thus broadly defined, it can include most of the total adult education program. The community college can provide education for mate selection, marriage, child-rearing, home management, occupations, civic and social responsibility, leisure-time activities, and health and adjustment to age. Schedules will be flexible. Among educational approaches upon which the community college might draw in an effort to assist larger population segments are: (1) community surveys, studies, and improvement projects; (2) supervised participation in community organizations; (3) educational services to community organizations; (4) work-study programs; (5) camping experiences; (6) excursions and hosteling; (7) voter induction program; (8) organized volunteers for health, welfare and other social and civic services; (9) supervised individual service such as correspondence study, tutoring, counseling, etc.; (10) production programs in creative and performance arts; (11) large and small group meetings; and (12) mass media. Integrating adult education into the community college presents risks as well as rewards. Since there is a trend toward community colleges, adult educators should help develop a concept broad enough to include adult education in all its future possibilities. 547

Ketcham, Charles B. The Liberal Arts College Serves its Community, In Institute for Administrative Officers of Higher Institutions Proceedings, Vol. 20, The Community Responsibilities of Institions of Higher Learning. Chicago: University of Chicago Press, 1948. Pp. 53-62.

Mount Union College in Alliance, Ohio has served its community through wartime civilian defense activities, services to churches, college courses and one-day institutes for adults, help on social problems, forums for high school teachers and students, and assistance to community institutions. In these fields the liberal arts college can make a significant contribution to the life of the community, and the college benefits by development of better student morale, better teaching, and a more up-to-date curriculum. 548

Kinnell, Galway. The Basic Program of Liberal Education for Adults, In New Directions for University Adult Education: Institution Centered. Notes and Essays on Education for Adults, No. 11. Chicago: Center for the Study of Liberal Education for Adults, 1955. Pp. 25-47.

Description of the Basic Program offered by University College of the University of Chicago, a four-year program of liberal education for adults, begun in 1946, meeting six hours a week for nine months, with no formal admission requirements, no examinations, and no grades other than pass or fail, with the Certificate in the Liberal Arts awarded on completion. Liberal education is defined as knowledge in the areas of the natural sciences, the social sciences, and the humanities. For the sake of the wholeness of liberal education and the accurate study of the disciplines within it, it is important to establish the distinctions and connections among the three areas. The curriculum of the Basic Program is divided according to these three areas with tutorial classes in each, and a fourth inter-disciplinary class called the Seminar. The content and method of each course is described. Except for a formal lecture once a month, all classes are taught by the discussion method. Diversity of background of the students is a challenge to the abilities of the teacher and forces the class to move in a liberal direction on a high level of inquiry. Teachers selected must be liberally educated, although it is inevitable and probably desirable that they be specialists in some field. Students are recruited by four techniques: (1) word-of-mouth publicity by students and alumni, (2) aid of persons in advisory capacities, (3) promotional literature, (4) full commitment of the adult education agency of which the Program is a part. Counseling and social activities outside of class help to maintain students' interest. Four considerations generally applicable to a program such as the Basic Program are: (1) A program need not be large to be effective. (2) Adults should not be treated as if they were inferior to adolescents. Courses designed for special, preparatory under-graduate use are not appropriate for liberal adult education. (3) It is difficult either to overestimate or underestimate the adult student. A course designed with the idea that adults are intelligent will attract intelligent students. (4) To interest adults in general education, an approach through vocational or special interest topics is not necessary, as argued by some adult educators. The obligation is to teach the classics in such a way that they enlist and reward the student's labor, as living statements of insight, beauty and wisdom. 549

Laird, Bryon F. "A Survey of the Certificate and Terminal Curricular Offerings of University Extensions and Evening Colleges." Ph.D. Dissertation. Indiana University, 1954. 550

Lear, Elmer N. Solvents and Cements in Adult Extension Education, In Progressive Education, 31 (February, 1954) 113-116.

The conflict between imparting information to the student and contributing to the satisfaction of the student's personality needs is a pedagogical problem particularly acute in adult extension education because of two characteristics of this program: (1) the voluntary nature of the program with student attendance depending on instructors' holding power, and (2) extreme heterogeneity of students as to educational level and maturity of personality. Discusses problem situations such as those caused by irrelevant discussion and by brighter students, with suggested solutions. The instructor also has the problem of integration of diverging motivations and purposes of students. He must try to lead them from limited interest in specific issues to an appreciation of more fundamental knowledge and generalized understandings. It is necessary to recognize social needs of students as distinguished from intellectual needs. For successful teaching in adult extension education, the instructor should have a non-rigid personality, be sensitive to personality needs of students, have a flexible lesson plan that permits departures without losing sense of direction, and employ informal group procedures. 551

Leonard, Olen E. and Sheldon G. Lowry. Continuation Education in Colleges and Universities, In Study of Adult Education in Rural Areas, Rural Social Systems and Adult

Education, a Committee Report by Charles Loomis and others. [East Lansing] Michigan State College Press, 1953. Pp. 230-243.

Continuation education, in existence for over a century, and for a long period concerned with extension of formal campus courses, has broadened its objectives to educating for changing social, economic, and political conditions of the twentieth century. A recent study of a particular program revealed that students in university continuation education are predominantly male, in the younger age brackets (20-35), of a high level of formal education, mostly in high income levels, and attend classes principally to improve their economic positions and increase their incomes. It is estimated that more than half of the institutions of higher education in the United States have continuation programs. Most programs are limited to credit courses by correspondence but non-credit courses are increasingly being offered by means of panels, discussions, and conferences. The trend in methods appears to be away from formal lectures to a more personalized approach through group and informal instruction. Most programs of continuation education are designed for urban people, but progress is being made in reaching more rural adults. A majority of colleges and universities with departments of continuation education are conducting programs in the three fields of interest in this study, international understanding for peace, strengthening of democracy, and understanding and strengthening of the economy. Regionally these programs are concentrated in the West and North Central states and are found most frequently in larger metropolitan institutions. Work in the three fields is mostly conducted through conferences, workshops, and public meetings, and is often administered in cooperation with public schools and local civic organizations. There is evidence of some association between size of centers in which the institutions are located and the extent and nature of educational programs in the three fields. 552

Leys, Wayne A. R. The Two Roles of the University in Adult Education, In Journal of Higher Education, 26 (January, 1955) 12-14.

The two roles are defined in terms of degree and non-degree education. The purpose of non-credit programs is not accurately described by the phrase "adult education." "Education" is used by universities to refer to production of scientists, scholars, and skilled practitioners by way of formal courses. Adult interests are for more immediate and more practical purposes, for the solution of problems of the individual and of society, not scholarship. Professional educators want to evaluate "adult education" by measuring what specifically has been learned. Leys proposes applying the term "civic religion" to non-credit activities, which are "a struggle with passion, a practical deliberation, a consultation." 553

"Liberal Education; Summary of a Discussion by the Trustees of the Carnegie Foundation for the Advancement of Teaching, and Implications for University Adult Education." Notes and Essays on Education for Adults, No. 18. Chicago: Center for the Study of Liberal Education for Adults, 1957. 29 pp.

The three parts of the pamphlet are an introductory statement of the problem of liberal and specialized education; a summary of the central themes of the discussion by the Trustees of the Carnegie Foundation for the Advancement of Teaching on the subject of liberal education; a commentary by the staff of the Center for the Study of Liberal Education for Adults, giving implications for making liberal education an integral part of university programs for continuing education of adults. In the Prologue it is stated that the question today is how and within what time period it is possible to give students a general and liberal education and at the same time give them competence in a vocational or professional field. Continuing education throughout life is a possible solution. In the summary of the Trustees' discussion, it is stated that demands for specialized skills have led to the neglect of liberal education. Liberal arts education is under pressures and competition from graduate professional schools, undergraduate special schools, and from within liberal arts departments themselves. Such pressures upon liberal education have led to vigorous efforts to counteract specialization. The discussion includes a definition of objectives of a liberal education in terms of kinds of knowledge, skills or competences, and attitudes, values and habits of mind; need for liberal education in high schools and junior colleges; content versus method; the timing of general education in colleges; and liberal education in graduate and professional schools. It is concluded that one obstacle to success of attempts to strengthen liberal education is the misconception that liberal education is incompatible with specialization. The Center staff agrees with the Trustees' statement of imbalance and suggests adult education for the undereducated among college graduates. The task of adult education is two-fold: remedial for those whose education has been overbalanced by technical or professional content, and supportive for those whose undergraduate preparation was well balanced and who need continuing education. It is the university's responsibility to provide both liberal and technical continuing education. The trustees suggest that for everyone to have a liberal education it must become part of pre-college education in high schools and junior colleges. The Center staff agrees but doubts if this will solve the problem since high schools and junior colleges are more subject than universities to community and social pressures to meet vocational and recreational needs. For the college graduate who has had essentially professional education, general education should come after specialized education, beyond graduation. Universities, in some cases in cooperation with industry, are making special efforts to adapt programs to the character of the adult audience. These programs are of two types, those based on need to redress imbalance of an earlier, overspecialized education, and those which fill the more general need for continuing liberal education. Examples of each type are given. 554

Littlefield, Henry W. Connecticut Junior Colleges Serve Adult-Education Needs, In School and Society, 63 (January 26, 1946) 69-70.

The large enrollment of adults in non-degree and short term programs is responsible for the development of a type of institution described as a junior university or community college. Four commonly accepted functions of the junior college are: (1) to provide locally the first two years of college training in preparation for admission to junior year of a senior college or university; (2) to provide post-secondary training of a terminal character in the semi-professions, general education, and in the personal and civic areas; (3) to provide opportunities for training at the college level to increase vocational, civic, cultural, and personal efficiency; (4) to provide specialized short-term training in areas which will meet needs of various community groups. In Connecticut several junior colleges are organizing and operating adult education services more effectively, conveniently, and economically than any other agency. They have developed a strong rapport between the community and the college. The community is looking to the junior college more and more to meet its adult education needs at the higher levels. 555

Liveright, A. A. "The Place of a Center-Type Agency in

Liberalizing Adult Education; a Special Report." Chicago: Center for the Study of Liberal Education for Adults [1956]. 33 pp.

The report assesses the impact of the Center for the Study of Liberal Education for Adults on the field of adult education in evening colleges and universities. This impact has been primarily in terms of identifying and encouraging imaginative individuals and new ideas, in raising the status and acceptance of adult education in colleges and universities, and in increasing professionalization in the field and improving communication between persons interested in adult education. Factors responsible for the effectiveness of the Center are identified and analyzed, including relationships with the Association of University Evening Colleges and the Fund for Adult Education, and techniques and methods, including conferences and seminars, grants for specific projects and close collaboration in developing projects, working primarily with agents of adult education rather than ultimate consumers, use of committees, use of consultants and experts, a flexible and varied publication program, effective administration and a competent and varied staff. Another section of the report describes what a Center-type agency is organizationally and operationally, and describes operations and relationships which a Center-type organization can perform which a foundation cannot, and operations which such an organization should not be expected to perform. The final section identifies major kinds of forces and associations influencing adult education, and the factors considered in determining their scope and readiness for Center-type activity, and includes an illustrative list of forces and organizations in the college and university, secondary school, and voluntary organization and professional fields. 556

Love, Robert A. "Purposes of Evening Colleges and Relations With the Rest of the University." Detroit: Association of Urban Universities, Wayne University, 1953. 13 pp. Same in Association of Urban Universities Proceedings. Thirty-Ninth Annual Meeting, St. Louis, October 18-19, 1953. Pp. 108-127.

An address to the Association of Urban Universities discussing the social and economic changes of the last century which have affected the functions of the university; the increase in potential clientele of university adult education; current receptiveness to adult education; the failure of universities to meet the needs of adult education; the role of the evening college as a principal agency of the university in its effort to meet the educational needs of adults; problems of internal relationship between the evening college and the rest of the university; and a plea for united effort on common problems and overall objectives of university adult education. 557

McCoy, Dean H. The Modern University and Adult Education, In Association of Governing Boards of State Universities and Allied Institutions Proceedings. Twenty-Seventh Annual Meeting, Denver, Colorado and University of Colorado at Boulder, Colorado, October 5-9, 1949. Pp. 100-105.

The tremendous growth of adult education has presented educators, particularly those in universities, with a problem so gigantic as to be termed a crisis in American education. There is need to re-examine the basic concepts, programs, and future of adult education from an entirely new point of view. The people of this country feel a need for broader objectives than in the past, a new type of programming, and much wider horizons in adult education. Today's crisis in adult education arises not so much from numbers as from objectives of those desiring adult education. Events are providing a challenge which, if not met by universities, may divorce adult education from university leadership, which would be dangerous both for the adult education program and for universities. Increasing awareness of the value of education will force a wholesome expansion of university participation. Efforts of progressive universities to bridge the gap made by the older attitude is the most encouraging development in the present adult education set-up. Objectives of general education as outlined by the President's Committee indicate that universal participation in constant re-education is essential to fulfillment of man's destiny. We need to study the potentialities of inter-relations between universities and adult education programs with a view to mutual advantages, ways to use growth of adult education in keeping colleges and universities growing, new ways of keeping freedom growing in our society, and ways of using our own growth to foster growth of freedom in the world. 558

McGhee, Paul A. Adult Education and Community Action. See No. 104. 559

McGhee, Paul A. Higher Education and Adult Education: Four Questions, In Association for Higher Education, Current Issues in Higher Education, 1953. Proceedings of the Eighth Annual National Conference on Higher Education, Chicago, Illinois, March 5-7, 1953. Edited by Francis H. Horn. Washington, D.C.: National Education Association, Association for Higher Education [c1953]. Pp. 196-206. Same in McGhee, Paul A. A School for Optimists. Notes and Essays on Education for Adults, No. 6. Chicago: Center for the Study of Liberal Education for Adults, 1953. Pp. 5-17; same condensed: Adult Education, 4 (January, 1954) 67-75.

Since general agreement as to relations between higher education and adult education are lacking, the writer reexamines basic propositions which require decision before there can be any forward movement with a common front. The first question is: What is the point of impact of adult education on higher education? Adult education, if higher education is to relate to it, must mean education as the process of acquiring liberalizing methods and concepts that provide unity and direction for an individual's thinking and acting. Colleges and universities should be chiefly concerned with continuing education of adults in these terms, not with methods of community organization or group leadership. The second question is: Will it make any difference in our institutional fortunes whether we accept or disclaim any responsibility in adult education? If a college neglects the educational interests of adults in its community, other agencies will organize programs on what appears to be "college level" and both college and community are the losers. The third question is: What could we do that other institutions or agencies can not do as well? If colleges do not accept their responsibility and society undertakes to meet its own continuing education needs, the community will not be served by its best trained teachers and scholars, and the content of adult education may be something not truly education. Also a concept of separation of interest between college and community develops. The fourth question is: If higher education accepts the challenge of adult education, what changes will be called for in institutional attitudes and administrative organization? The evening college or extension division must be given rank and autonomous status equal to that of other schools of the institution. It should organize a special program of studies for adults based upon their concern with functions rather than growth, their insistence that their study be continuously meaningful, and their requirement for the best and most mature teachers. Colleges should be organized to give sanction to a type of teaching which applies the values of humane culture to the daily life of the ordinary man. Since the largest number of adults are reached through community oriented programs centered in public schools, higher education must relate itself to these programs, cooperate with them and influence them so that they, too, will offer true education for adults. 560

McGhee, Paul A. "A School for Optimists." Notes and Essays on Education for Adults, No. 6. Chicago: Center for the Study of Liberal Education for Adults, 1953. 25 pp.

Composed of three papers. The first, "A School for Optimists," is an extract from Dean McGhee's 1951-52 Annual Report to the Chancellor of New York University, and is developed from the theme that the college or university can make a unique contribution to adult education by training the individual for democratic leadership. The second paper, "Higher Education and Adult Education: Four Questions," is based on an address presented at the Eighth National Conference on Higher Education at Chicago, March 6, 1953. See No. 560 for annotation. In the third paper, "Dean George Spelvin on 'Groupmanship,' or Let's Keep Some Education in Adult Education," the writer distinguishes between education and its application, between adult education that is continuing education of adults and community dynamics. The main province of adult education is the training and education of the individual, and "groupmanship" is an adjunct of adult education. 561

McGhee, Paul A. Three Dimensions of Adult Education, In Educational Record, 35 (April, 1954) 119-130.

Discusses three aspects of adult education toward which higher education must take a stand and formulate some policy regarding its relationship or responsibility: (1) the adult education "movement;" (2) degree programs of the evening college, university college, or extension division; (3) non-degree programs of varied character. The adult education movement is concerned with the importance of participation by the individual in small groups as the most effective instrument for maintaining a democratic society. Its advocates propose community action programs in place of formal classes, and "leaders" in place of teachers. Many universities and colleges are taking part in this movement through services to community groups through extension directors and teachers. Some prefer to consider it a program of training for citizenship, for revitalizing and preserving democracy rather than adult education. Such programs are appropriate for universities because the object of education is the improvement of society. Among the problems which arise concerning degree programs are the question of independence or identity, the question of purpose, and the relationship of the evening college to the adult education "movement." Until the evening college is conceived by the university as a college in its own right with its own function and its own specialists, it will not have full vitality. The evening college has the responsibility of approaching the problem of formulating its purposes pragmatically and empirically. In defining conditions under which it can do its most effective work, the evening college should examine and experiment with all aspects of the academic tradition. Higher education should be related to non-credit, non-degree programs, long or short courses, institutes, conferences, or any other type of educational undertaking organized by the university as a response to needs and interests of the community. Weaknesses of adult education at the university level are due to a mimicry of traditional curricula, lack of imagination, infrequency of inspired teaching, and lack of academic respectability. If universities and colleges do not develop patterns of sensible and constructive education for the "after-school age" of our society, other agencies will take over the role of educational planning with resulting loss of influence, leadership and support of universities. 562

Malamud, Daniel I. "A Participant Observer Approach to the Teaching of Human Relations." See No. 378. 563

Martorana, Sebastian V. Problems in Adult Education in the Junior College. See No. 379. 564

Martorana, Sebastian V. Status of Adult Education in Junior Colleges. See No. 380. 565

Masley, John W. Adult Education in the Community College, In Junior College Journal, 20 (October, 1949) 75-81.
Discusses the scope of the adult education program in community colleges as related to a functional philosophy of education; the basis for determination of need for courses; problems of instructional staff in adult education, financing the program, coordination of the adult education program of the community college with adult education programs of other agencies and integrating it with other units of the school system. 566

Mathews, Mildred Van Deusen. Education at Their Doorstep, In Library Journal, 70 (January, 1, 1945) 13-14.
Describes a program of evening classes for adults given by City College of New York, with classes held for students' convenience in branches of the New York Public Library, a school, and a studio, as well as at City College. 567

Matloff, Maurice. Role of the College in Post War Adult Education and Community Leadership, In School and Society, 62 (October 13, 1945) 225-227.
Proposes that colleges, especially municipal colleges, have the opportunity and responsibility for developing a program of adult education and community leadership. Offers reasons why colleges have not played a more active role in adult education, and submits six proposals as steps that colleges may adopt in order to furnish this program: (1) creation of a faculty Committee on Community Education and Leadership to be in charge of the program; (2) cooperation of the college with other community organizations to eradicate illiteracy; (3) a series of informal lectures and discussion groups on a wide variety of subjects of interest to adults in the community; (4) a series of discussions and lectures on current events; (5) supervision of training of regular college students in community responsibility and practical citizenship, coordinating studies and research with community problems; (6) organization of a pool of students to work with community groups to help eradicate illiteracy, prejudices and misinformation. 568

Mead, Margaret. Wellesley School of Community Affairs, In Progressive Education, 22 (February, 1945) 4-8.
Description of a six weeks summer course inaugurated at Wellesley College in 1944 as a three year experiment in adult education. The theme, "Cultural Differences in the United States," was developed in three two-week units with a change of membership and leadership. In the first unit emphasis was placed on group techniques as the medium within which increased understanding of cultural difference would be developed. In the second unit cultural differences were set within the structure of industry, and emphasis was placed upon techniques of human relationships adapted to industry. In the third unit emphasis was placed upon community discussion techniques. Many techniques were used in all units with stress upon different types of learning. In addition to familiar techniques such

as the panel, lecture and group discussion, a variety of less well-known techniques were used including the sociodrama, the "informant method," case method and counseling method. Specific findings about intercultural schools of the Wellesley type are: (1) It is advantageous to have as heterogeneous a group as possible in respect to race, religion, nationality, class, occupation, education, sex, age, and intelligence. (2) It is of great value for a school of crusading values to be operated in close association with groups unconcerned with the particular crusade. (3) A team of leaders rather than a single leader is necessary, with one supplementing the skills of the other. (4) Emphasis on experimentation was differently valued by different types of membership. The research emphasis guarantees the diversity among the leaders which is essential. Useful principles of conducting intercultural discussions are explained. 569

Meder, Albert E., Jr. The University Providing Service to the People in an Industrial State, In National University Extension Association Proceedings, Thirty-Third Annual Meeting, Chicago, 1948. Pp. 82-93.

Describes extension services of Rutgers University, early development, agricultural extension, the credit, noncredit and graduate programs of University Extension, special programs for industry and labor, and other work. Also discussed are values of extension work as a public relations force, extension influence on the campus, extension benefits to individuals, and social benefits of extension. 570

Miller, Harry L. "Evaluating Courses, Not Students, an Evening College Experiment with Objective Devices." See No. 299. 571

Mire, Joseph. The University and the Union in Workers' Education, In Adult Education, 5 (Summer, 1955) 232-236.

Educational needs of the labor movement arise in three ways: (1) need for general education by members who lack formal schooling; (2) a concern of the labor movement about the kind of education given to regular university students concerning the labor movement; (3) needs of workers for knowledge and skills arising out of their participation in the labor movement. Labor should offer "bread and butter" courses on the core functions of labor, and also be responsible for administration of union educational programs. Universities should assist labor in establishing its organization for workers' education, and offer education on broader issues in public relations, economic policies, health and welfare, foreign affairs, international trade, atomic energy, etc. Universities should also offer education that has to do with growth and development of people. Another field appropriate for university labor education is experimenting with new teaching techniques and materials. 572

Mosier, Jean. Problems and Policies of the University Evening College, In Adult Education Bulletin, 13 (June, 1949) 140-144.

A discussion of the ten topics included in a survey, conducted by Frank R. Neuffer, of administrative problems and policies of member institutions of the Association of University Evening Colleges in order to provide a measuring device in formulating and unifying policies in evening college administration. Included are: general administrative practice; degree and certificate programs and academic credit; registration, admission and guidance; tuition and fees; drop out students; faculty; financial policies and problems; publicity and public relations; student activities; looking ahead. 573

National University Extension Association. "Adult Education in the Modern University." See No. 387. 574

National University Extension Association. "University Extension in the United States; a Study by the N.U.E.A." See No. 388. 575

Navin, Robert B. Adult Education, In National Catholic Educational Association Bulletin, 53 (August, 1956) 143-144.

Discusses briefly the question of whether the adult education program of Catholic colleges and universities should consist only of formal courses for credit, or should also include non-credit courses, and whether the courses should cover vocational and recreational needs or be limited to courses directly related to the purpose of the college. The author favors limitation to courses closely related to Catholic philosophy and theology, which is the policy followed at St. John College, Cleveland, Ohio. 576

Neuffer, Frank R. "Administrative Policies and Practices of Evening Colleges, 1953; a Report." See No. 389. 577

"New Directions for University Adult Education: Institution Centered." Notes and Essays on Education for Adults, No. 11. Chicago: Center for the Study of Liberal Education for Adults, 1955. 47 pp.

Contains "Faculty Organization at Rutgers," by G. Stuart Demarest, pp. 1-24; and "The Basic Program of Liberal Education for Adults," by Galway Kinnell, pp. 25-47. See No. 506 and No. 549 for annotations. 578

Nolte, J. M. The Role of State Universities in Adult Education, In National Association of State Universities in the U.S.A. Transactions and Proceedings. Annual Meeting, Minneapolis, Minnesota, April 30 - May 1, 1952. Vol. 50, 1952. Pp. 57-70.

Considers various concepts of adult education and proposes to discuss it according to the historical definition to which most universities and colleges are committed. The obligation of the university to meet needs of adults must be understood within a complex of limitations as to facilities, funds, staff time, scope of curriculum and relative urgency of needs, and in the light of what the university can do well. A pattern of general university extension services has developed in most states, including credit and non-credit, on-campus and correspondence courses covering cultural, vocational and recreational subjects, and also other services in various aspects of social welfare activity and community planning, and supplementary obligations such as development and application of new educational devices. The modern state university is required to extend its facilities and services to all parts of the state in teaching, research, and informational reporting, not only for the individual benefit of the citizen, but also for the community and the state itself; to establish and maintain such all-state services as will be of value for the public good; and to essay the role of leader and guide in connection with consideration and formation of judgment on cultural, philosophical, and political questions. Universities must be responsive to wishes of the population, but they must be responsive also to true needs and have and use facility in discerning them. The greatest task of adult education and the greatest obligation of the state university is to restate the cultural and political ideals of America and to emphasize the dignity, sacredness, and human necessity of individual free will and self control. Intellectual discipline is inextricably involved in the process. 579

O'Malley, Comerford J. Why Catholic Adult Education?, In National Catholic Educational Association Bulletin, 53 (August, 1956) 145-146.

States the responsibility of Catholic colleges along with other institutions for adult education, and states the aim of the Catholic college program as presenting Catholic principles in the areas of the humanities, fine and communication arts, physical and social sciences, and theology, which will be translated into daily action and develop leadership. 580

Osman, John. Liberal Education for Adults and the Liberal Arts College, In Association of American Colleges Bulletin, 39 (March, 1953) 70-79.

Democracy requires liberal education, and liberal arts colleges have a responsibility for the liberal education of adults. To carry out this obligation the liberal arts college should inform itself about the program of the Fund for Adult Education for supporting liberal adult education programs; establish liaison with international, national, regional and state adult education organizations; join the local adult education council; inaugurate an extension program in liberal education; employ the discussion group method in teaching adults; create appropriate materials for the mature mind; utilize new arts of communication; provide a successful director and teachers for the program for adults. 581

Parkinson, G. A. Patterns of Development in the University Evening College, In Association of University Evening Colleges Proceedings, Eighteenth Annual Meeting, New York, 1956. Pp. 32-41.

Cites contemporary developments affecting programs of evening colleges: (1) development of vocational and social centers, adult education function of libraries, and numerous agencies engaged in more or less formal instructional activities; (2) radio and television; (3) development of training courses for personnel by business and industry; (4) training in the armed services. Other more deep-seated problems are those of desegregation, of an aging population, and of the effects of atomic energy. Discusses two qualities of education as applied to the evening college: (1) Loss of personal relationships between faculty and students. This relationship has been retained to a greater degree in the evening college than in day school institutions. (2) Research and development in education. Evening college classes, faculty, and students are often more closely related to research than those of the day school, since many are engaged in professional research as distinguished from amateur research of many university faculty people. Some patterns of development which may be anticipated are: a boldly conceived, general liberal arts curriculum for evening school students; development of a general liberal arts master's degree in the field of professional education; application of mass communication to the educational process. 582

"Patterns of Liberal Education in the Evening College, a Case Study of Nine Institutions." See No. 393. 583

Penney, James F. The Community College and the World Community, In Teachers College Record, 53 (March, 1952) 323-326.

The community college is uniquely suited to play a part in the area of world community living for several reasons. (1) Its primary task is to educate great numbers of Americans for whom higher education is unavailable. (2) The community college is in a position to institute a strong, realistic, dynamic movement for world community living, challenging to a student body at the best age to profit by it. (3) An integral part of the community college is the inclusion of programs of adult education to awaken a realization of possibilities for personality growth and personal responsibility for affairs of the community. (4) The community college by nature and concept is dedicated to study and service of community needs. Many community resources for an international education program are available to the college. (5) The community college is also uniquely suited to educate for world community living because it is a new and dynamic force on the educational scene, not bound by tradition or established curriculum and free to explore, experiment and pioneer. 584

Pitkin, Royce S. "The Residential School in American Adult Education." Notes and Essays on Education for Adults, No. 14. Chicago: Center for the Study of Liberal Education for Adults, 1956. 45 pp.

The residential college and the boarding school have existed in the United States for many years, but the residential adult school is relatively new. As developed in this country it is a place where adults live in small groups for short periods for the purpose of learning, free from encumbrances of grades, academic standing, credits, examinations and degrees. There is variation in subjects dealt with, in students in attendance, and in procedures. Most American and Canadian residential schools are located in the country where there are few distractions. The residential adult school takes account of the fact that learning involves the whole person, and makes provision for the inherent need of human beings for self-fulfillment and for creation and expression of ideas. The residential school is especially useful in meeting needs of individuals and of society because of the intimacy of small groups in residence, favorable learning conditions, feeling of freedom in discussion and expression, close relationship between teachers and students, and an atmosphere of relaxation and informality. Some limitations on the effectiveness of the residential school are discussed. (1) Because of the small size of the schools, a very large number would be required to reach a large fraction of the adult population. (2) Because of demands of their jobs most people are unable to pursue such a long range program of study at a residential school as easily as they can through evening or extension courses. (3) The residential school is limited by a scarcity of teachers who can work in the intimate manner necessary for its successful operation. (4) Another limitation is the lack of familiarity with the residential idea among adults and among adult educators. Despite these problems, the residential school is sound, timely, and "as a complement to existing forms of adult education its potential is limitless." The residential idea has been utilized by business and labor organizations, universities, governmental agencies, group dynamics training laboratories, churches, and others. An appendix gives brief descriptions of nineteen residential schools in the United States and Canada, based on a survey by the Committee on Residential Adult Schools of the Adult Education Association. 585

Pritchard, J. Carson. College in the Country, In U.S. Office of Education, Education for Better Living. Bulletin 1956, No. 9. Washington, D.C.: Government Printing Office, 1956. Pp. 231-239.

"College in the Country" is a movement composed of many rural groups of adults in Georgia who meet whenever and wherever they want to meet to study whatever they want to study. Local organizations co-sponsor with a college their own study series. A total of 1,476 persons have been involved in the program which began in 1949 at West Georgia College and has spread to other centers. Institutions involved in the movement call on their own faculties as a first source of teachers. To lead special subjects they also call on other colleges and universities and local, state, regional, and national agencies. "Faculty Associates" is a name given to a group of lay teachers who have special abilities and are willing to participate. "Conversation Teams" of from three to eight members volunteer to lead series of studies as a team through informal discussion. To assist the emerging leadership, "College in the Country" is emphasizing leadership improvement through conferences and workshops and in-service training of lay adults. There is no imposed pattern in the program of "College in the Country." Adults plan for themselves the experiences they need and want. Staff members from the college are part of the planning group and are free to make suggestions, to clarify, and to amplify. Illustrations are given of the great variety in the programs. "College in the Country" is an expression of the outward movement of the college into the community. 586

Pugh, David B. "The Role of Extension Centers in a State-Wide Program." N. U. E. A. Studies in University Extension Education, No. 10. Bloomington, Indiana: National University Extension Association, September, 1953. 16 pp.

A report on the establishment and operation of extension centers throughout the state of Pennsylvania by Pennsylvania State College. Most of these centers offer a junior college curriculum with the addition of miscellaneous extension classes, informal programs and other types of services to adults. Some offer part time or full time technical institute programs. Discusses history and development, policy and procedures, administration, relation to the main campus, finances, credits, etc. 587

Reals, Willis H. The Education of the Aging in Institutions of Higher Learning. See No. 395. 588

Reals, Willis H. The Evening College As I See It, In Association of University Evening Colleges Proceedings. Sixteenth Annual Meeting, Milwaukee, 1954. Pp. 48-55.

The evening college has had to support itself financially and fight for acceptance. Lack of acceptance is due more to lack of understanding than to academic prejudice. Evening college directors have the responsibility of convincing that adult education is not only important, but indispensable. The evening college should be concerned with quality of achievement. Increase in numbers of students per se is not a criterion of success. The future of the evening college is contingent upon realization of obligations and responsibilities, determination of purposes and functions, and development of understanding of the importance of the evening division and its relations as an independent and co-equal unit with other divisions of the university. Within the next few years the evening college will keep within its proper function and cooperate rather than compete with other agencies; it will extend its services in the college field and become an adult college with the evening operation only a small aspect of the total operation; it will occupy a central position in the university family and have a voice in shaping university policy. 589

Rosentreter, Frederick M. "The Boundaries of the Campus, a History of the University of Wisconsin Extension Division, 1885-1945." See No. 345. 590

Rowbotham, Alice. "Correspondence Instruction." N.U.E.A. Studies in University Extension Education, No. 8. Bloomington, Indiana: National University Extension Association, July, 1953. 16 pp.

A comparison of programs and methods of operation of correspondence departments at University of California, Pennsylvania State College, and University of Chicago. 591

Rushing, Joe B. "A Critical Analysis of Adult Education in Junior Colleges in the United States." Ph.D. Dissertation. University of Texas, 1952. 592

Ruthven, Alexander G. "The Role of the College in Adult Education, in New York (City)," College of the City of New York, Centennial Addresses, 1847-1947, edited by Samuel M. Middlebrook. New York: City College Press, 1950. Pp. 102-104. Discussion by Lyman Bryson, Eduard C. Lindeman, and Walter A. Knittle, pp. 104-114.

In a sense all students in institutions of higher learning are adults, and the aim of higher education is to teach them how to develop their intellects and how to behave as intelligent human beings, and also to prepare them in techniques of earning a livelihood. In graduate and professional schools, and often in undergraduate study, specialized training is increasingly emphasized and narrowed, and education in the best sense is neglected. The university's responsibilities extend to those who do not go to col-

lege and to those who do not return to college after graduation. In attempting to provide a profusion of subjects for these groups, there is danger that shallowness will be the result. The university should provide the stimulus for education that is formation of the intellect. Off-campus instruction should not be primarily vocational. It should be designed to impart knowledge that forms an inward endowment, to develop reasoning powers, and to inculcate intellectual honesty. In the discussions following this address, Lyman Bryson expresses agreement with Ruthven's ideas and emphasizes the point that colleges should educate their students in such a way that they will desire to continue learning after leaving college. Eduard Lindeman agrees with Ruthven in regard to current overemphasis upon vocational education and warns against artificial separation of vocational and liberal education as dangerous to democracy. Colleges and universities should strive to lessen confusion existing in the public mind and to aid citizens in understanding basic trends of the time. Walter Knittle disagrees with Ruthven as to the type of adult education the college or university should offer. As much provision as possible should be made for all who seek adult education, not only to develop individuals' capacities but also to enrich the entire community by citizens' activities. Universities should not abandon academic and traditional purposes, but they should not restrict their offerings in adult education. Their role in the future may be not merely to educate leaders of democracy but also to raise the educational level of the entire body politic.
593

Scates, Alice Yeomans. "Jointly-Sponsored Programs of College Credit Work for Employed Adults; Report of a Project Sponsored by the Office of Naval Research." Washington, D.C.: American Council on Education, 1953. 233 pp.

Report of a study by the Office of Naval Research under contract with the American Council on Education. The study deals with college-credit programs offered for the professional development of a group of adults through a cooperative arrangement between a university and their employing firm or agency. Part 1, "Descriptions of Jointly Sponsored Programs," includes purpose and procedure, framework of jointly sponsored programs, descriptions of three small and three large jointly sponsored programs. Part 2 describes problems involved in operating jointly sponsored programs, problems of organization and administration, instruction, and quality of work offered. 594

Schacht, Robert H. "Residential Adult Education--an Analysis and Interpretation." Ph.D. Dissertation. University of Wisconsin, 1957. 401 pp. 595

Schoenfeld, Clay. Fifty Years of Wisconsin Extension. See No. 346. 596

Schueler, Herbert. Keynote Address, In Association of University Evening Colleges Proceedings. Eighteenth Annual Meeting, New York, 1956. Pp. 24-31.

Discusses current themes in the creative programming of university evening colleges: (1) experimentation in education of the individual by identifying individual need and building it into curriculum and method of the program; (2) building the community into adult programs; (3) diversity in methods of instruction; (4) proposed Laboratory College for Adults in which the living community is used as both subject matter and method. Expresses the hope that the evening college will assume the mission of ever developing and improving creative programming in the service of continuing adult education and will resist complacency and institutionalization. 597

Schwertman, John B. "Continuing Education and the Problem of Excellence." Papers on Adult Education, No. 3. University of Washington, Division of Adult Education and Extension Services, 1955. 11 pp.

A university should be a social institution that stands for excellence. Three questions are discussed: (1) What is meant by the term "excellence?" (2) How do we specify excellence for educational activity at the university level? (3) In terms of continuing education, what specifically does excellence demand of the subject matter specialist? Each area of human activity has its own excellence, which is made up of a number of things, usually related. Different human activities have different kinds of excellence. University faculty members tend to judge all adult education activity in terms derived from and applied to the regular degree-oriented course sequence in the graduate and undergraduate programs. Continuing education has the right to be judged in its own terms. This point is crucial when applied to obvious differences between formal classroom activity on the campus, and other activities in the continuing education program. The three general purposes of the university, teaching, research, and specialized services to society, are operative in continuing education. In the function of providing specialized services to the community is the greatest need to evolve criteria for excellence. Seven questions are suggested as criteria in selecting what the university ought and ought not to do. These criteria concern the ability of other agencies to provide educational activities, ability of the university to do the best possible job, complexity of subject matter, extent of concern for intellectual development, possibilities for opening up major vistas of social, spiritual, and esthetic experience, possibilities for the university to gain new insights and knowledge, and development of community leadership. Excellence demands of the subject matter specialist that he realize that continuing education is for him too. In the academic world, our continuing education should be in two directions: we must continue to grow deeply in the area of our own subject matter competence, and we should constantly open new and major vistas of experience for ourselves. Excellence also demands of the adult teacher, as well as of the learner, the discipline to undertake new experiences that are difficult. 598

Schwertman, John B. Explicitly for Adults, In Association of University Evening Colleges Proceedings. Sixteenth Annual Meeting, Milwaukee, Wisconsin, 1954. Pp. 57-62.

In answering the question of what differences should be recognized as explicitly pertaining to liberal education for adults, the key clue is in the word "experience." Three things distinguish adulthood from the age periods preceding it: (1) Adults have more experience. (2) They have different kinds of experience. (3) Their experiences are organized differently. Planning education for adults must be done in terms of experience. Education "explicitly for adults" is based upon a primary concern with the total condition under which adults most effectively learn. Eight ideal characteristics of a University for Adults are listed: (1) individuality of the learner is the first priority; (2) no clear status distinction between teachers and learners; (3) freedom for each individual to learn at his own rate of speed; (4) authority and discipline derived not from course grades and credit sequences, but from the atmosphere of the community of learners, with each area of subject matter demanding its own standards, set by teachers and learners; (5) a physically pleasant place with a climate of intellectual challenge; (6) an atmosphere primarily of inquiry; (7) recognition of social experience as a crucial factor in any learning process; (8) provision of some formal recognition or degree to which society will lend prestige. 599

Schwertman, John B. "A Fourth Level of Learning." Reprint from Oberlin Alumni Magazine, January, 1956. Distributed by the Center for the Study of Liberal Education for Adults.

Discusses the increasing trend toward adult education, especially in the non-urban, liberal arts college, and proposes three types of adult education programs by which liberal arts colleges such as Oberlin may meet their responsibilities for adult education: (1) programs for adult groups with specialized interests; (2) a Master's degree program in general education for adults; (3) programs for liberal arts faculty members. 600

Schwertman, John B. New Concepts of the University's Role, In Journal of Higher Education, 26 (January, 1955) 17-20. Same condensed under title Some Current Concepts, In Adult Leadership, 3 (January, 1955) 26.

The great unrealized potential for adult education in the university lies in new and bold concepts which differ in many ways from regular graduate and undergraduate programs, as typified by the "night-school concept." The university must move beyond the night school or remedial concept of adult education. Ten adult programs that have moved beyond the regular graduate and undergraduate programs are described briefly: (1) the basic-program concept which operates in University College of University of Chicago, a four-year program based on semi-weekly seminar discussions; (2) the elaborate non-credit concept, an operation of the Division of General Education of New York University, which rejects discrimination between liberal and vocational education, disregards the credit system as inappropriate for adult needs, and is concerned with development of individual excellence; (3) the community-service concept, operating in the program of the Community College of University of Akron and the Neighborhood College of University of Louisville, which is concerned with translation of knowledge for general or popular consumption, and has service to the community as its aim rather than scholarship or research; (4) the community-development concept, which has had its most spectacular success at University of Washington and is now in operation at Southern Illinois University, which puts the university's resources at the disposal of groups of citizens who want to solve their own social problems; (5) the university-extension concept, a familiar phenomenon of the American state university system, based upon the philosophic assumption that the boundaries of the university campus are co-extensive with the boundaries of the state; (6) the concept of residential adult education, relatively new to America, exemplified by the Continuing Education Center at University of Georgia, the Philadelphia Junto's week-end college, some of the labor union institutes, several Canadian projects for Scandinavian ethnic groups, and some of the Harvard University residential projects such as the Advanced Management Program; (7) the cognitive therapy concept, whose basic notion is to provide at the university level something which might be called intellectual therapy for adults. Its nearest example in American higher education is the Sarah Lawrence undergraduate program; (8) the senior-citizen concept, based on the university's concern with the problem of the aging in our society. Program ideas are being worked out, based on several experimental projects, such as one at Cleveland College of Western Reserve University; (9) the concept of educational mass media, which presents the university with a new adult education responsibility because of widespread availability of mass media, especially television; (10) the concept of a liberal-arts degree program especially for adults, taking into account life experience of the adult, such as the experimental program of Brooklyn College, based upon knowledge and achievement rather than accumulation of credits. These new concepts of the role of the university in adult education are justified on psychological, sociological, philosophical, and economic bases. Important tasks of the university in adult education are: research in needs and motivations of adults, study of educational needs in urban society, experimentation with curriculum materials and teaching methods, and training leaders and teachers in adult education. 601

Schwertman, John B. The University Evening College, Some Trends in Its Development, In National Education Association Journal, 43 (January, 1954) 48-49.

In quantitative and economic terms the influence of the university evening college is great. Inner academic councils ask what the quality of this influence is and whether it is good or bad for the university. This question points to a more basic one of what the proper functions of a university are in a democratic, industrialized, urban society. This must be answered for each institution in terms of its own philosophy. There is a trend toward giving the evening college an independent administrative status, although at present the picture is confused. In the evening program the major problems lie in the area of the curriculum where questions of academic standards and credit versus non-credit creates a clash of conflicting philosophies. Older people more concerned about the meaning of life than about economic or social betterment are coming to the university in increasing numbers. There is an awakening of interest in liberal arts and humanistic studies in their own right rather than as steps toward an academic degree. Some community groups are beginning to see the university as an enormous source of intellectual and spiritual nourishment. These trends may help the evening college movement to understand and define what it is. At present the evening college is being pulled by two opposing philosophies, one of which directs attention and effort inward toward academic subject matter, and the other outward toward the community where life is lived in a full and dynamic manner. The evening college may find its purposes are best served, not by inward orientation and catering to community pressures, but by looking primarily to those adults who are attracted by desire to gain a greater understanding of life. It may be that the great opportunity or purpose of the evening college is to establish or reestablish the idea of unity between life experience and knowledge by means of its educational activities for adults. This will not happen until adult students are regarded as more than a group who didn't go to college as teenagers. 602

Sheats, Paul H. The Contribution of University Extension to Learning, In Journal of Higher Education, 20 (February, 1949) 77-82, 113-114.

Granted that university extension qualifies as adult education, has it unique or peculiar characteristics which set its work apart from that of other public or private agencies in the field? University extension shares with other agencies of adult education a commitment to the task of developing a better informed citizenry, vocationally competent and capable of assuming obligations and privileges of citizenship. It is the special responsibility of university extension to serve at the postgraduate level groups who can use and apply most fruitfully expert knowledge which can be supplied by university academic departments or professional schools. A second major purpose of university extension is to carry on experimentation with techniques and processes of adult education in the light of which services of other agencies in the field can be improved. These functions are illustrated with examples of services of University of California Extension. University extension should encourage development of local adult school programs and cooperate in a common effort to meet community needs more fully. If university extension is to assume and discharge the major adult education role for which it has been cast, it must channel its energies and resources into those parts of the total job which it is best equipped to do, and work on a team basis with public and private agencies of adult education. 603

Sheats, Paul H., Clarence D. Jayne, and Ralph B. Spence. "Adult Education, the Community Approach." New York: Dryden Press [c1953]. Chapter 8, "Universities and Colleges," pp. 175-199.

Adult education in universities and colleges is most commonly identified as university extension which is one of the most important adult education agencies in the United States encompassing not only classes and lectures but also a wide variety of additional offerings and services. This chapter discusses: (1) the unique responsibilities of university extension, nature of the present program, and people who avail themselves of its offerings; (2) organization and administration of university extension; and (3) program trends. Excerpts from the report of the President's Commission on Higher Education state responsibilities of universities and colleges for adult education. Against this background of recommendations the objectives of the University of California and University of Chicago are examined and the organization and administration of University Extension in these institutions and Pennsylvania State College are described. The pattern of administrative cooperation depends upon local conditions, but in general the role of the university through its extension division should be to supplement and strengthen programs of existing agencies. Important program trends in university extension discussed are the growing recognition of need for postgraduate extension training in professions, growing practice of short, intensive institutes and conferences, growth of residential centers, research, development of the area of community service and community development. The Adult Education Association can perform an important service by focusing public attention upon the key role which universities and colleges must play in adult education. 604

Siegle, Peter E. The International Conference on Residential Adult Education, an Interpretive Review, In Adult Education, 6 (Winter, 1956) 106-113.

A review of an international conference on residential adult education held at Harcum Junior College, Bryn Mawr, Pennsylvania, August 20, 1955, attended by thirty-three adult educators representing ten countries and many different kinds of institutions. Interest in residential adult education takes many forms and derives from many different points of view stemming from different social, cultural, and philosophical backgrounds. Interests that cut across cultural lines may be classified as social action, propagandistic, crisis-control, remedial education, and general education. Residential education is distinguished from education-in-residence in that the educational process in residential education is a total experience in which academic and social activities are integrated through a process of living together as a group. Special values of residential education are: reduction of fears related to formal academic work; broadening experience, particularly in interpersonal relations; special opportunities for deeper contact with subject matter, for inquiry, and for changes in thought and attitude. Although these are values of good education in any form, residential education is superior because its unifying principle is the factor of residence itself as related to liberal education of the whole man. The residential atmosphere generates a cooperative spirit which transforms "ego-centered wants to society-centered needs." American residential adult education in the humanistic tradition will develop from the existing educational pattern which differs from the European in many ways. Due to general increase in number of years of formal schooling in this country, the task of adult education at higher levels is becoming more and more important. It is in the realm of higher adult education that European countries can learn much from British residential colleges and American non-credit liberal programs. Suggestions are made for further discussion and exploration of issues concerning residential adult education, including methods, better understanding and improvement of adult learning, and relationship to workers' movements. 605

Siegle, Peter E. Liberal Education for Adults, In Association of American Colleges Bulletin, 43 (October, 1957) 485-490.

The purposes of the Center for the Study of Liberal Education for Adults, established in 1951 by a grant from the Fund for Adult Education are: (a) to provide aid and leadership for forces that can develop the college and university into more effective instruments for liberal education of adults; (b) to encourage development for adults of a wide range of university-level educative experiences which do more than parallel regular degree or credit programs and which are planned on the basis of distinctive interests, experiences, and abilities of adults. Aside from its publications program, field work, and consultative activities, its major projects may be traced to the following propositions: (1) Educative experiences must take into account the special nature of adulthood as a period of learning. (2) In an overspecialized society, liberal education is urgently needed particularly for groups whose education has been intensive but narrow. (3) Appropriate programming for adults requires "retreading" of people in academic life who develop and teach in the programs. (4) If individuals are to operate effectively, the entire institution must be engaged. (5) Liberal education programs have a beneficient effect on college-community relationships. (6) A Center-type agency has a profound obligation to serve the intellectual community through its consultation and field-work services. The Center is in a position to acquire knowledge and understanding of programs of liberal education and has a sense of responsibility to spread this information to colleges and universities expanding their programs in the direction of liberal adult education. 606

Siegle, Peter E., ed. "The University's Responsibility for the General Education of Adults," Conference Report. Chicago: Center for the Study of Liberal Education for Adults, 1955. 75 pp.

Report of a national conference held in Chicago March 3-5, 1955, sponsored by A. U. E. C., N. U. E. A., and the Center for the Study of Liberal Education for Adults. Preface of the Report is "The Observer's Report," by J. Roby Kidd. Part I explains common problems of the Association of University Evening Colleges and National University Extension Association, and how the two organizations differ; and states the purposes of the conference which may be summarized as more effective cooperation between the two organizations in the interest of university adult education. Part II is a report of a discussion of "Current Social Trends," their significance for institutions and national organizations concerned with the general education of adults. Part III is "Analysis and Interpretation of Recommendations for N. U. E. A. --A. U. E. C. Action by Special Interest Groups," by John B. Schwertman. Recommendations relate to five problems: (1) relationship with other divisions of the university; (2) effectiveness of teaching; (3) courses and curricula; (4) relations to community; (5) increasing drawing power of liberal arts programs. Part IV--Appendices. Appendix A is an address delivered at the Conference by Robert Blakely. (See No. 488.) Appendix B--Agenda of the Conference. Appendix C--Roster. 607

Siegle, Peter E. and James B. Whipple. "New Directions in Programming for University Adult Education." See No. 274. 608

Spence, John A. "A Study of the Need for the Extension and Improvement of the Adult Education Services of Ohio State University." Ph.D. Dissertation. Ohio State University, 1956. 274 pp. 609

Spengler, Edwin H. College Life Begins at 40, In Association of University Evening Colleges Proceedings. Sixteenth Annual Meeting, Milwaukee, 1954. Pp. 68-73.

A progress report on the "Brooklyn College Experiment," started in the Spring of 1954, financed by a grant from the Fund for Adult Education through the Center for the Study of Liberal Education for Adults, and designed to determine whether a liberal education can be acquired by mature adults by means other than traditional attendance in regular college classes. Includes discussion of aims and objectives, the pilot study, faculty sanction of the project, preliminary cost estimates, accomplishments to date, problems and implications for the future. 610

Steiner, Celestin J. Our Catholic Colleges and Adult Education, In National Catholic Educational Association Bulletin, 53 (August, 1956) 147-148.

Summary of a paper presented at the fifty-third annual meeting of the Association at St. Louis, April 3-6, 1956. Includes a brief statement of some of the aspects and meanings of adult education; two principles for the responsibilities and opportunities of Catholic colleges in the field of adult education: (1) high quality, regular credit undergraduate and graduate programs, (2) emphasis on ideas and philosophies rather than training in skills; the opportunity for adult education provided by radio and television with a brief description of the program at the University of Detroit; the value of a board of citizens to interpret the University of Detroit to the community and to tell the university how it can serve the community. 611

Stephan, A. Stephan. Backgrounds and Beginnings of University Extension in America. See No. 347. 612

Stern, Bernard H. "How Much Does Adult Experience Count? A Report of the Brooklyn College Experimental Degree Project." Chicago: Center for the Study of Liberal Education for Adults, 1955. 23 pp.

Description of an experimental project in liberal adult education at Brooklyn College enabling a selected number of mature people to earn an A. B. degree partly on the basis of their background and experience rather than the accumulation of college credits. Describes the plan; the students; problems of screening and selecting students, expressing equivalence of adult experience, standardizing adult experience, instruction, and evaluation; results and observations. 613

Stern, Bernhard H. "Adults Grow in Brooklyn, Report No. 2; The Brooklyn College Experimental Degree Project for Adults." Chicago: Center for the Study of Liberal Education for Adults, 1955. 51 pp.

A second report on the Experimental Degree Project at Brooklyn College describing the manner in which the College attempted to solve the major problems of academic credit and instruction. Sections are: The Project; What Does Academic Credit Mean?; Working Within the Tradition; Problems of Admission and Classification; Problems of Instruction--tutorial groups, discussion technique, course assignments, study questions, evaluation; Goals of Liberal Education; Planning a Degree Curriculum for Adults. 614

Stockton, Frank T. "The Pioneer Years of University Extension at the University of Kansas." See No. 348. 615

Stoddard, George D. "The Urban Environment's Challenge to the University," in Morton Gordon, New Dimensions of University Responsibility for the Liberal Education of Adults, a Report of the Daytona Beach Conference of Urban University Presidents, Daytona Beach, Florida, May, 1956. Chicago: Center for the Study of Liberal Education for Adults [1956]. Pp. 17-35.

The concept of metropolitan education is discussed with enumeration and comment on some services which the city may expect from a university, such as influence of a university for fulfillment of the city's economic, political and cultural roles; appropriate intellectual and artistic resources for technical, professional and liberal education; academic assistance in such matters as architecture, city planning, finance, government, recreation, health, etc.; assistance in problems of international affairs; in problems of human adjustment and happiness; opportunities for personal fulfillment through learning in groups and through coordinated study. The following questions concerning the role of metropolitan universities are considered: (1) How can the city and the city-located college or university be brought into a meaningful partnership? (2) Is loneliness a necessary condition of city life? (3) Does liberal education of adults imply a further report among the concepts "vocational," "cultural" and "recreational?" (4) Which is the dominant "community" in the modern city--the geographic complex, the vocational interest, or the recreational interest? (5) What part of city life nourishes and is nourished by a university's program in adult education? The writer points out a need for more attention to liberal education in science and art. He suggest that some valid measures of adult capabilities, interests, status in a discipline, maturity in a discussion, and rate of progress could be helpful in advancing liberal education. City universities need constantly to reshape their offerings and methods. It is the business of education for learners of all ages to encourage straight thinking and to improve human relations. 616

Stratton, Burton E. and Lawrence Lipsett. An Extension Division Evaluates Its Program, In Adult Education Bulletin, 13 (December, 1948) pp. 240-244. See No. 258. 617

Tidwell, R. E. The University Participates in Adult Education for Better Living in a Dynamic Society, In National University Extension Association Proceedings. Thirty-Third Annual Meeting, Chicago, 1948. Vol. 31. Pp. 22-30.

Traces the development of education, especially of adult education in the last century; discusses the job of adult education in present day society; how problems of adult education are related to the individual and his community and how service agencies are involved; the role of university extension in identifying fields of activity in which adults may participate and which give promise of better living, the building of a competent extension staff, developing suitable materials, programs for training adult education leaders, and research. 618

"Tradition and Innovation in University Adult Education," Conference Report, Swampscott, Mass., October 22-24, 1954. Chicago: Center for the Study of Liberal Education for Adults [1954] 22 pp.

Summaries of addresses and discussions: "Explicitly for Adults," by John B. Schwertman; "University Adult Education for New England: a Look to the Future," by J. Paul Mather; "How the Adult Student Is Different," by Raymond Kuhlen; "What This Suggests for Adult Education--For the Traditionalists" (discussion); "What This Suggests for Adult Education--For Innovation" (discussion); "Social Problems and Adult Learning," by Kenneth Benne; commentary by Stephen G. Burke; "What This Suggests for Adult Education--For the Traditionalists" (discussion); "What This Suggests for Adult Education--For Innovation" (discussion); "An Example of Progress Through Innovation," by Paul A. McGhee; "An Example of Progress Within the Tradition," by Bernard H. Stern. 619

UNESCO. "Universities in Adult Education." Problems in Education, 4. Paris: UNESCO, 1952. 172 pp.

Comprehensive reports on the university extension movements in Great Britain, by S. E. Raybould; in Canada, by E. A. Corbett; and in the United States by Baldwin Woods and Helen Hammarberg. Introduction by Cyril O. Houle. See Nos. 681, 643, and 636 for annotations of sections. 620

U.S. Office of Education. "Resident, Extension, and Adult Education Enrollment in Institutions of Higher Education: November, 1953." See No. 406. 621

U.S. Office of Education. "Resident, Extension, and Adult Education Enrollment in Institutions of Higher Education: November, 1954." See No. 407. 622

U.S. Office of Education. "Resident And Extension Enrollment in Institutions of Higher Education: November, 1955." See No. 408. 623

U.S. President's Commission on Higher Education. "Higher Education for American Democracy." Vol. I, Establishing the Goals. Washington, D.C.: Government Printing Office, 1947. Chapter IV, "Education Adjusted to Needs--Adult Education." Pp. 96-100.

An expanded program of adult education must be added to the task of the colleges. This is a vital and immediate need because crucial decisions of our time will have to be made in the near future. Colleges and universities are the best equipped of all agencies to undertake the major part of the job of adult education. The present status of university extension makes it clear that they do not recognize adult education as their potentially greatest service to democratic society. They should elevate adult education to a position of equal importance with any other of their functions. Adult education should be the responsibility of every department or college of the university. The principal obstacle to acceptance of the program is the limited concept that higher education holds of its role in a democratic society. It must broaden its concept and take the university to the people. The program must be fitted in content, method, and aims to the adult student as he is. Vigorous experimentation with new methods is called for. The Commission recommends establishment of a continuing committee devoted to study, development, and utilization of technical aids to learning in higher education. Such a committee should deal with four major areas of responsibility; (1) provide facilities for coordinating information on existing materials and develop a plan for interchange of materials among institutions; (2) arrange for continued study of special devices developed by the Armed Services to discover possible applications for civilian instruction; (3) stimulate individual institutions or groups of institutions in a program of integrated effort at developing further basic-training aids; (4) assume responsibility for wide publicity on advantages and objectives of technical aids in higher education. University owned and operated radio stations are another agency for adult education whose possibilities are too seldom exploited. The adult program is not an additional objective of the college; it is one of the means by which the college can achieve its general objective. Higher education will not play its social role in American democracy and in international affairs successfully unless it assumes responsibility for a program of adult education reaching far beyond the campus and classroom. 624

U.S. President's Commission on Higher Education. "Higher Education for American Democracy." Vol. II, Equalizing and Expanding Individual Opportunity. Washington, D.C.: Government Printing Office, 1947. Chapter V, "Equalizing Opportunity Through Adult Education." Pp. 59-66.

The responsibility of institutions of higher education is not to youth of college age alone; it extends to all adults. The college can enrich the life of the individual and the community; round out education provided by elementary and secondary schools and other types of institutions; advance the individual in essential knowledge and skills; provide facilities for self-expression and appreciation in the arts; disseminate information on recent developments in government, economics, and science; provide opportunity for discussion of issues vital to national life and international relations; and give to both the older and younger generations a more adequate basis for mutual understanding. Rightly conceived and promoted adult education would help bring order into the spiritual chaos of today and create a democracy with enhanced material, moral, and intellectual strength. Many social factors make a broad program of adult education essential for national well-being. Present adult education programs in various types of institutions of higher education are reviewed briefly, especially as to extent, including programs of community colleges, extension services, correspondence courses, resident centers, programs in cooperation with federal agencies, and of technical institutes. Current developments in adult education are failing to meet needs and demands of adults in the United States. The magnitude of the task elevates it to a problem of top priority in national educational policy with requirements which should be viewed under the guidance and counsel of the U.S. Office of Education. The Commission recommends: assumption of greater responsibility for adult education by universities and colleges; leadership in developing and utilizing new techniques and methods; adequate appropriations by the institution and by state and federal governments to provide for essential developments in adult education; and systematic preparation of teachers and discussion leaders. 625

The University's Role in Adult Education; a Symposium, In Journal of Higher Education, 26 (January, 1955) 10-20,

56.
Consists of four articles: "From the Cradle to the Grave," by John S. Diekhoff; "The Two Roles of the University in Adult Education," by Wayne A. R. Leys; "The University's Role in Adult Education," by William H. Conley; and "New Concepts of the University's Role," by John B. Schwertman. See Nos. 509, 553, 500 and 601. 626

Vaughan, Marilyn. "The Vassar Institute for Women in Business, a Report." Chicago: Center for the Study of Liberal Education for Adults, 1957. 46 pp.
A report on the Vassar Institute for Women in Business held August 5-19, 1956, sponsored by the National Secretaries Association, Center for the Study of Liberal Education for Adults, and Vassar College. The Institute was a residential experiment in teaching liberal arts to highly trained and experienced specialists. A curriculum was planned in three subject areas: Public Issues, Man and His Behavior, and Creative Arts. Observer's report describes activities of the Institute, impact of these activities on participants and evaluation, with a cost analysis. Appendix lists suggested readings in each of the three subject areas. 627

Waters, John. Evening Colleges, In Wilma T. Donahue, comp., Education for Later Maturity. New York: Whiteside and Morrow, 1955. Pp. 145-151.
A report on programs of evening courses for adults beyond retirement age of member institutions of the Association of University Evening Colleges. The Boston University Plan of Retirement Scholarships is described as to students' ages, educational and employment backgrounds, course preferences and class attendance. Briefer descriptions are given of programs of Hofstra College, Russell Sage College, Washington University, University of Kansas, City College of New York, Texas Christian University, Brooklyn College, Saint Louis University, University of Pittsburgh, University of Omaha, Indiana University, and Cleveland College. 628

Western Reserve University Offers Course for Adults in Basic Arts, In School and Society, 68 (September 4, 1948) 149-150.
Description of a streamlined program for adults called "Basic Arts," with the degree of Associate in Philosophy awarded at completion, initiated in the Fall of 1948 at

the School of General Studies, Cleveland College, Western Reserve University. 629

Wiese, Mildred J. Equalizing Opportunity Through Adult Education, In Western College Association, Addresses on Higher Education for American Democracy. Spring Meeting, April 10, 1948, University of California, Los Angeles, California. Pp. 33-38.

The Report of the President's Commission on Higher Education makes a strong case for an expanded program of adult education by colleges and universities. It emphasizes the responsibility of institutions of higher education to individuals and to society through adult education. In California adult education offerings include classes in subjects covering the whole range of human interest and all levels from elementary to postgraduate university study. However, institutions of higher learning are failing to measure up to the challenge and responsibility. Neither does the program outside colleges and universities begin to meet adult education needs. In considering possibilities of success in equalizing opportunity through adult education, five questions are considered, all concerned with the role of higher education in the current stage of development of adult education in California: (1) How can university extension best serve needs of adult education? (2) What is the responsibility of colleges and universities for adequate preparation of teachers of adults? (3) What are the most hopeful areas of experimentation with newer media and techniques of adult education and how can colleges help develop them? (4) Can institutions of higher education help in the solution of the problem of coordination or community organization for adult education? (5) What is the responsibility of these institutions for showing the way to all adults toward better human relations? California's adult education programs are ripe for the leadership and service from higher education recommended by the Report of the President's Commission. 630

Williams, J. D. Adult Education Activities in Liberal Arts Colleges, In Institute for Administrative Officers of Higher Institutions Proceedings, 1945. Vol. 17, Emergent Responsibilities in Higher Education. Chicago: University of Chicago Press [c1946]. Pp. 68-77.

In the larger sense there has always been adult education by liberal arts colleges, but acceptance of responsibility for meeting educational needs of adults by any considerable number of liberal arts colleges is new. The concept behind acceptance of such responsibility is that the liberal arts college is an institution of society whose function is to improve the quality of living of the segment of the society it serves by increasing the understanding of the people, the understanding of all that affects them, and by helping people to develop keener appreciation of moral and spiritual values. Once this concept is accepted by a college, it has the obvious social responsibility to undertake a positive adult education program whose boundaries are limited only by the vision of those responsible for the work of the college. Illustrations are given of varying adult education activities to show the wide variety that exists in what liberal arts colleges are doing, the wide range of techniques used, and values that appear to be realized by the faculty, campus students, and the public. Some suggestions that have developed from emerging practices in college programs of adult education are described. 631

Wilson, Howard E. "Universities and World Affairs." New York: Carnegie Endowment for International Peace, 1951. "Off Campus Services of Universities," pp. 59-64.

In an exploratory survey of universities, the assumption was made that the university has a responsibility for the education of the adult public beyond the university campus. As an agent of general adult education, the university may operate at several levels such as participation of faculty members in civic affairs, organized groups within the university taking the initiative in projects of beyond-the-campus education, enterprises directly sponsored by the university or by an agency designated by the university administration. The survey showed that a key factor in determining the role of a university as an agency of adult education is the determination of the specific audience it desires to reach or is capable of reaching. The survey indicated a lack of certainty in the role of the university in adult education arising from lack of clarified policies and adequate precedents, and a need for careful analysis of theory and practice before commitment to policy and action. 632

Wood, William R. Emerging Patterns of Higher Education at the Community Level, In National Conference on Higher Education, Addresses on Current Issues in Higher Education, 1951. Addresses of the Sixth Annual National Conference on Higher Education, Chicago, Illinois, April 2-4, 1951. Washington, D.C.: National Education Association, Department of Higher Education [c1951]. Pp. 126-130.

Contributing to the expansion of adult education activities has been a gradual bringing together of college and community interests. As the college becomes the heart of the educational, cultural, and social improvement activity of the community, its destiny becomes one with that of the community. The college administrator who has not accepted wholeheartedly the role of the community's college is torn between the desire to preserve so-called academic standards and the desire to preserve his institution. By re-examining the mission of his institution and by stating it in broad and flexible terms demanded by today's conditions, he can fulfill both desires and much else of greater importance. If it is assumed that higher education is concerned only with development of academic competencies, new efforts in adult education may be largely wasted, but if the belief is accepted that the academic is only one of several kinds of ability and aptitude, opportunities for education are unlimited. Difficulties involved in further extension of educational opportunity to adults are: (1) The academic calendar. (2) Lack of belief in the necessity of continued education for all persons in a democracy. (3) The problem of operational control. (4) Selection, preparation, and continued improvement of professional personnel. (5) Financial support. 633

Wood, William R. A New Dimension in Higher Education, In Junior College Journal, 25 (April, 1955) 430-432.

In the last twenty-five years the junior college, especially the community junior college has brought a new dimension to higher education, which is breadth, --breadth of purpose, opportunity, program and service. Traditional machinery of higher education can no longer handle the total job. Through junior colleges, decentralization of higher education can be effected. The community junior college, more than other institutions of higher learning, is responsive to change at the community level. It recognizes that new kinds of abilities are required today and explores ways of developing them educationally. Its special function is to make higher education a continuing and essential feature of everyday life for the millions. It maintains a flexible program of instruction and service for part time students of all ages and educational levels. It has broadened the base of higher education in response to an upwelling of social and economic pressures from the community, state and nation. The influence of its efforts permeates the entire higher education structure, as evidenced by awareness of colleges and universities of importance and educability of many kinds of abilities, which is reflected in growth of programs of less than the bachelor's degree length, and in programs of continuing education for adults. 634

Woods, Baldwin M. University and Its Services to the Professions, In National University Extension Association Proceedings. Thirty-Third Annual Meeting, Chicago, 1948. Vol. 31. Pp. 31-41. Same condensed in: School and Society, 69 (May 28, 1949) 377-380.

It is impossible to provide all the education a man needs while he is in college both because of the volume of material and because of changes in knowledge. University extension can serve as an agency to provide educational opportunities in given professions with the sponsorship of the university faculty in those fields. Professional men also have vital interest as citizens; borrowings from one program to another are useful to counteract narrowing influence of purely professional training. University extension also has an obligation to aid the professions in developing and applying a sense of values to services which they render society. 635

Woods, Baldwin M. and Helen V. Hammarberg. "University Extension Education in the United States of America," In UNESCO, Universities in Adult Education, Problems in Education, 4. Paris: UNESCO, 1952. Pp. 128-168.

Includes: Historical Survey; Present Administrative Structure--the place of university extension in the adult education movement, scope and function of extension, place of university extension in the university, relation of university extension to schools, to government departments, and to voluntary organizations, finances, recruitment, and training of administrative and teaching staff, the public served; Analysis of Principles and Methods--philosophy of adult education, methods and media, extension centers, services to professions, industrial relations, promotion, publicity and public relations; Results and Prospects, with a list of problems requiring further study, analysis, and improved solutions. 636

Wright, Madeline B. Alumni Answer the Classroom Call, In Food for Thought, 12 (January, 1952) 26-30.

Describes two American experiments in extension of extension. In the early 1930's alumni colleges in the

United States experienced a phenomenal growth, beneficial both to alumni and to college and alumni associations. Trail blazers in this form of adult education were Lafayette College (Easton, Pa.), which established an alumni college in 1929, and University of Michigan, which originated its Alumni University in 1930. The idea immediately took hold and other colleges followed. The motivating idea of these programs was that alumni education is valuable because it interests certain alumni who would not return for the normal commencement program; that it acquaints older alumni with current members of the faculty; that it enriches lives of students individually and as members of the community. Alumni colleges were suspended during the war and resumed in the post war period. Some of the recent programs are described. The alumni college, whether short or long in duration, resident or traveling, is recognized as a means to good alumni relations. 637

Zehmer, George B. Adult Education in Virginia, In State Government, 29 (April, 1956) 60-61, 75.

Traces adult education in Virginia to the ideas of Thomas Jefferson who advocated "a system of general instruction that shall reach every description of our citizens from the highest to the poorest." Also mentioned is the influence on the development of adult education of former presidents of the University of Virginia. Examples of adult extension work now under way are given. Approximately five hundred study groups were conducted in the state in 1956 covering a wide range of subjects. Practically every profession, vocation, cultural and special interest is represented by participants. In most instances the only admission requirements are interest and ability. In more formal extension courses for credit toward degrees, candidates must satisfy the University's resident requirements for admission. Recently a broadened conception of the function of extension education has emerged in the establishing of branches of the University in outlying communities. Their purposes are to bring two years of college work and of professional work in certain fields to those who cannot continue studies elsewhere, to help meet the need for additional facilities for higher education, and to offer one and two year terminal programs in general, technical, and professional education. A continuing increase is expected in requests for off-campus educational opportunities and in the number of adults taking advantage of them. 638

Zehmer, George B. The Development of University Extension Services in the United States, In Institute for Administrative Officers of Higher Institutions Proceedings, 1945. Vol. 17, Emergent Responsibilities in Higher Education. Chicago: University of Chicago Press [c1946]. Pp. 50-67.

The paper is concerned with the role of the larger universities in the field of general extension education. The term "university extension" is defined as educational activities of the university beyond traditional functions of teaching students in residence and maintaining libraries and laboratories for scholarly research. The history of university extension is traced from its origins in England in the early nineteenth century, through significant facts or stages in growth and development in this country. The early history of university extension in the United States is described including work of individuals and of universities that pioneered in this field. The National University Extension Association held its first annual conference in 1915. By 1925 extension work had been established in almost all the state universities and several large private universities. The smaller colleges and municipal universities took up the work in the 1920's and 1930's. The idea, originally imported from England, had to be adapted to conditions, circumstances and needs peculiar to this country. The character of university extension work today shows that, for the most part, subjects and particular services that were considered earlier are still receiving most attention. There are too few new ideas and programs. Effects of standardization procedures of the first two decades of the twentieth century are still in evidence. However, there are several significant innovations and developments underway. Some of the more important and promising new ventures are described in a series of studies published by N. U. E. A. 639

Zehmer, George B. The Off-Campus and Evening College Responsibilities of Institutions of Higher Education, In Association for Higher Education, Current Issues in Higher Education, 1953. Proceedings of the Eighth Annual National Conference on Higher Education, Chicago, Illinois, March 5-7, 1953. Edited by Francis H. Horn. Washington, D. C.: National Education Association, Association for Higher Education [c1953]. Pp. 129-135.

There are differences of opinion as to scope and character of off-campus responsibilities. Running through the literature on the philosophy and function of university off-campus work is the thought that publicly controlled and supported institutions have a more direct and inescapable responsibility in extension than do church and privately operated institutions. Opportunities in the field of extension education are so numerous, poignant and significant for a democratic society as to present a new challenge to all concerned with the future role of institutions of higher education. Some off-campus responsibilities deserving careful consideration are summarized: (1) The fact that many able students do not go to college is a double-barreled challenge. Institutions of higher education have the responsibility for closer working relationships with homes and schools for seeing that barriers do not prevent gifted students from entering colleges, and the responsibility for extending opportunities for further education to able students who do not enter institutions of higher education for regular study. (2) The question is raised as to whether work given in off-campus and evening college programs is comparable to that given in residence in respect to subject matter and academic requirements, and whether there is in extension work adequate consultative and advisory services, controls and directives for study, and minimum sequence and continuity essential for sound education and for guaranteeing degrees of educational growth and maturity. (3) Closely related is the problem of quality of instruction, involving abilities of teachers, library and laboratory facilities, and length and frequency of class meetings. (4) More thought should be given to providing extra-curricular and recreational activities for extension students. (5) Programs and procedures developed for resident students are generally not the best ones to serve needs of off-campus and evening college students because of differences in interests, motives, habits and experiences of the adult clientele. Institutions of higher education should supplement extension education with more investigation and basic research. (6) A final problem is the university's responsibility in the area of controversial social, economic, and political problems. 640

B. Canada

Cameron, Donald. The Work at the University of Alberta and the Provincial University in Relation to Extension Work, In National Conference of Canadian Universities Proceedings, Twenty-Ninth Meeting, June 8-10, 1953, St. Francis Xavier University. Pp. 23-30.

Describes the historical development of extension work at the University of Alberta from its beginnings with itinerant lecture service around 1908 and organization of a formal extension department in 1912, and the complex organization of the present. The extension program of a provincial university is concerned with the whole life of the individual and his relationships in the community. It is the function of the extension department of a university to mobilize the educational resources of its constituency for meeting needs of the people. The success of the extension worker is in direct proportion to the degree in which he is able to mobilize and develop leaders in the field. The modern provincial university has a responsibility to the people who support it and will thrive in direct proportion to the degree in which it is closely associated with the life and work of the people it serves. Through its extension activities the University of Alberta is intimately associated with the economic, social and cultural development of hundreds of communities which otherwise would have little connection with or interest in the University. Both the University and community are enriched and strengthened. 641

Coady, M. M. Extra-Mural University Adult Education, In National Conference of Canadian Universities Proceedings, Twenty-Ninth Meeting, June 8-10, 1953, St. Francis Xavier University. Pp. 17-22.

Universities can carry out their mission in two ways, by training students on the campus in arts and sciences for leadership, and by educating the masses through extra-mural adult education. The main reason for the time lag in developing extra-mural work of universities is the false philosophy of academic isolationism. Universities in co-operation with other social and educational institutions, can give a liberal education to the rank and file of the people of the world to prepare them for economic, social and cultural development. The basic technique by which the masses of people can be organized to get knowledge for solution of their problems is the discussion circle, a procedure applicable to the level of all types of intelligence and all degrees of education. Group action, as well as personal efficiency, is necessary for the good society. This kind of adult education in addition to passing on our cultural heritage, also changes society to a fuller and better democracy. The writer advocates a realistic, concrete, positive type of education which will result in external social and economic action. 642

Corbett, Edward A. University Extension Education in Canada, In UNESCO, In Universities in Adult Education, Problems in Education, 4. Paris: UNESCO, 1952. Pp. 62-127.

Traces historical development of university extension services in Canadian institutions; discusses two types of university extension programs: traditional, academic courses for extra-mural students, and the program catering to activities and interests of people outside the university and in its immediate community; responsibility of the provinces for education, and the work of voluntary agencies in adult education; and purposes Canadian universities seek to serve through extension activities: (1) meeting individual needs for fellowship, vocational skills, problems of family life, (2) group action for responsibilities of citizenship, (3) desire for wider knowledge, experience, or understanding. The article is followed by detailed reports on extension services of Canadian colleges and universities, arranged by province, and a concluding statement of the tasks and responsibilities of adult education. 643

Coulter, J. R. Credit and Certificate Courses, In National Conference of Canadian Universities Proceedings, Thirty-Second Meeting, June 14-15, 1956, University of Montreal. Pp. 61-64.

The most common course offered to adults is the general course leading to a B.A. degree, providing a general, liberal education. Most educators who have helped formulate policy for extension courses have accepted the philosophy of general education and in so doing have insisted that daytime standards be maintained. The writer suggests that each of several universities might experiment with one new arts course that would differ from the general course for adults. It is also desirable to consider degree courses related to other faculties besides the faculty of arts. The problem in certificate and diploma courses is how far universities should lean in the direction of non-degree work and still give sanction in the form of an official document. If suitable standards are to be maintained, some questions to be considered are those concerning number of subjects to be studied, number of hours of lecturing spent on each subject, whether lectures should be drawn from other professionals as well as staff members, and ways of equating the standards of examination with day-time undergraduate or graduate examinations. In the area of correspondence courses conducted by universities in cooperation with professional or semi-professional associations, there is the problem of convincing these associations that the university does not exist merely as a convenience for their short term needs and to give them prestige. A certain percent of the course should be of university subjects. The whole question of education by correspondence needs to be investigated. 644

Friesen, J. K. Non-Credit Services and Community Development, In National Conference of Canadian Universities Proceedings, Thirty-Second Meeting, June 14-15, 1956 University of Montreal. Pp. 65-68.

The question of how the university can parallel the expansion of credit courses in day classes with a pressing non-credit program of adult education is considered. Perhaps the greatest opportunity of the university to make its influence felt is through offering liberal studies to at least three constituencies: the general citizenry, select groups in the business and professional world, and students and staff of the university. We need to question whether the university takes its non-credit program seriously enough by offering every assistance so that liberal education may assume a position of priority in extension offerings. Little regard has been given in Canada to the social area of community development. In this type of adult education the university can accept responsibility for carefully selected pilot programs which it is uniquely qualified to conduct. Another problem is the role of the extension department within the administrative structure of the university, the status of the extension head, and the extent and nature of his authority. A final administrative question is that of releasing adequate staff for both the credit and non-credit programs of extension. There is need of more financial support and facilities with which to conduct an imaginative extension program. The trend toward residential centres is one of the most promising new directions in adult education. Success in utilizing television for adult education will be dependent upon direct organizational effort universities are willing to make. Universities should be concerned with the experimental and the difficult and leave other programs to mass agencies better organized for wide dissemination of services. The university has a unique role in helping to coordinate effort and to stimulate, train and lead. 645

Kidd, James Roby. "Adult Education in the Canadian University." Toronto: Canadian Association for Adult Education, 1956. 137 pp.

Presents a report on an inquiry into the role of the university in adult education, based on a study of the literature, interviews, correspondence, conference discussions, and questionnaires. Chapter I discusses the role of the university in adult education in Canada, Great Britain, and the United States. Chapter II presents conflicting views on the subject of the responsibility of the university for the education of adults. Chapter III traces historical development of university adult education in Great Britain, United States and Canada. Chapter IV discusses objectives, varieties of adult education activity provided by Canadian universities, support of the university, relationship of adult services to the university, staff, equipment, finance, relationships outside the university, demonstration and withdrawal from activities. Chapter V looks at courses and services presently offered, considers some developments in university programmes, and gives examples of variety in subject matter and method, effects of adult education work, and a summary of trends. Chapter VI examines some problems and developments of the future, including increase in enrollment, new institutions, liberal adult education, community development, and educational television. Chapter VII evaluates the achievement and opportunities of adult education work in Canadian universities. The appendix consists of charts from the Universities of British Columbia, Alberta, and Toronto illustrating complexity of services, variety of courses, and relationships of this work to other parts of the university. A selective bibliography is appended. 646

Kidd, James Roby. Report of the Special Survey Conducted in Canada During the Past Two Years, In National Conference of Canadian Universities Proceedings, Thirty-Second Meeting, June 14-15, 1956, University of Montreal, Pp. 54-60.

A report of the survey of adult education in Canadian universities, published in 1956 by the Canadian Association for Adult Education as "Adult Education in the Canadian

University." (See No. 646). Explains the planning of the study and methods used, and gives a summary of the contents including statements of views for and against university adult education, trends, general observations and conclusions. 647

Laidlaw, Alexander F. "The Campus and the Community." Ed. D. Dissertation. University of Toronto, Ontario College of Education, 1956. 648

Le Blanc, N. The Training of Leaders, In National Conference of Canadian Universities Proceedings, Thirty-Second Meeting, June 14-15, 1956, University of Montreal. Pp. 69-72.

The recent expansion of adult education is such that it is becoming a new sector of our educational system. Among the tasks for which the university has unique qualifications are two which seem fundamental to the adult education movement: (1) to contribute through research to a better understanding of adult behavior in the social and cultural context of today, and (2) to train dynamic leaders. Leadership in adult education is shared by individuals at different operational levels. At the base are the volunteers, the leaders of study groups, committees, citizenship councils, various social, economic and religious groups. At the intermediate level are those who contribute directly to adult education while performing other professional duties. At the top are professional adult educators, most of whom have received training outside Canada. The trend toward increase in the number at the top level will continue as organizations and institutions become more conscious of the importance of the role of professional adult educators. The university must contribute to the adult education movement not only general information and background knowledge but genuine leadership training. Adult education requires specialists equipped not only with skills but with a real insight of the problems and understanding of the people they deal with. The university is the only agency that can provide training for this type of top-level leadership. 649

Peers, Frank. University Extension in Canada, In Food for Thought, 9 (February, 1949) 21-25.

Most Canadian universities have developed extension programs, but there is great variation in extent of their services and in kinds of programs emphasized. There are two main types of university extension programs. The first stems directly from the traditional course-giving function of the university. The second type is built on existing activities and interests of people outside the universities. The programs of the University of Toronto and of the University of British Columbia are illustrative of the two types. In the University of Toronto, the program is related more closely to the fields of study pursued within the University, and methods are likely to be the lecture or seminar. In the University of British Columbia, the program has been developed in relation to needs of communities with special attention to remote areas, and social considerations. This was natural in a province with few other institutions ready to provide educational services. The University of Toronto Extension Department shares the adult education field in Ontario with other institutions and agencies. The success of each university's program is the best proof that it has grown in the direction in which it can give most service. 650

Sheffield, Edward F. Shaping University Extension Policy, In Food for Thought, 11 (March, 1951) 31-33.

Extension services of Carleton College in Ottawa, Canada have from the beginning been related to the basic college program. Courses are limited as a rule to those meriting sponsorship of regular departments of the college, and the institutional department assumes responsibility for content, leadership, and a share of planning for promotion. A faculty committee acts as a policy making body and coordinating agent. The College frequently offers an extension program in collaboration with a special interest group or organization in the community. In case of programs not worthy of college support, rental of college accommodations to the sponsoring group is an alternative to cosponsorship. The College provides only programs which serve the purpose both of the university and of adult education, and which it can operate uniquely well. Characteristics of the community suggest direction in course planning. The extension program is not treated as a money-maker for the College. Extension programs offer opportunities for experiment in content and method. 652

Stearn, Charles H. The Extent of Extension, In National Conference of Canadian Universities Proceedings, Twenty-Ninth Meeting, June 8-10, 1953, St. Francis Xavier University. Pp. 31-35.

Preservation of standards in degree work of extension departments should be no more difficult and no easier than in intra-mural courses, assuming that credit courses are parallel in content to those of regular classes and that instruction is given by equally qualified lecturers. Summer sessions compensate in part for the handicaps of non-residence of extension students. The work of university extension should be an actual extension of the work of the university. The extension department's first duty is to awaken and increase intellectual interest in a subject. In the case of requests from the business community, the extension department should have some criteria by which to determine which courses are the legitimate interest of a university. The writer condemns the forces which would remove all boundaries from the activities of departments of university extension. 652

UNESCO. "Universities in Adult Education." See No. 620. 653

C. Great Britain

Brown, Andrew M. The First Year at Burton Manor, In Adult Education (London), 21 (June, 1949) 194-199.

Description of Burton Manor, a residential college, including the developing pattern of courses; cooperation with industry and commerce, with the armed services and the police, and with other bodies; problems of staffing, organization and administration. 654

Brown, Andrew M. The Organization and Administration of a New Residential College, In Adult Education (London), 23 (September, 1950) 122-127.

Deals with practical problems of running such a college --general organization and administration, the college office, staff, recruitment of students, publicity, etc. 655

Campbell, C. A. C. Scottish Universities and Adult Education, In Adult Education (London), 20 (December, 1947) 66-69.

Synopsis of an address by the Chairman of Glasgow University Extra-Mural Committee. Reasons why Scottish universities should play a part in adult education are: (1) Universities were pioneers in this field and have accumulated years of valuable experience. (2) Universities are accustomed to dealing with adult students. (3) Universities enjoy a high prestige with the clientele of adult education. (4) The most important reason is that subjects which attract serious adult students are university subjects, especially the philosophical and social sciences. As to what role universities should play in adult education, they should devote themselves to longer, more systematic courses in university type subjects. The three-year tutorial class has always been considered the province of the universities. The need for multiplying tutorial classes is one reason why universities should maintain permanent staffs of full-time adult education tutors. Little of this has been done in Scotland because of lack of funds. One solution is for Local Education Authorities with access to government grants to appoint universities as their agents to administer types of classes for which universities are specially qualified. Cooperation on the basis of agreed differentiation of functions between L. E. A., W. E. A. and the university is the key to future progress of adult education in Scotland. 656

Carey, R. M. Residential Education for Young Factory Workers, In Journal of Education (London), 79 (May, 1947) 250, 252.

Report on an experimental course held at Rugby School in August, 1945 and repeated August, 1946. The curriculum included poetry, classical music, art, and civilization of ancient Greece. A combination of lecture and discussion group methods were used. Students' comments and reactions indicated the courses were highly successful. 657

Collins, P. A. W. Mr. Wiltshire's Great Tradition: Some Disagreements, In Adult Education (London), 29 (Winter, 1956) 167-173.

Criticizes the conservative point of view of H. C. Wiltshire (see No. 693) on four points: (1) examinations and certificates, (2) concern with an educational elite, (3) compatibility of the traditional and the new activities, (4) alleged replacement of an adult education movement by an educational service. 658

Coulson, S. J. ...and Long-Term Non-Residential Centres, In Adult Education (London), 24 (Autumn, 1951) 140-142.

A reply to Guy Hunter's article, "Short-Term Residential Colleges--Toward a Definition." (See No. 669.) Defends the non-residential school against the assumption that the residential college is capable of an educational effect of more power and value and that it conducts work of a higher standard. The non-residential centre takes a longer time to accomplish changes in thinking, living habits and character essential to an individual to be able to make permanent and profitable use of the educational tradition. The same work cannot be done in a shorter period at a residential college. Suggests that the original sponsors of the residential colleges might have created a centre to be used both for residential and non-residential work. 659

Down, Wilfred. 'Night School' and 'Boarding School,' In Adult Education (London), 24 (Autumn, 1951) 135-139.

Discusses resident and non-resident adult education, the advantages of each, and concludes that the longer term study at the evening class or institute and the short, intense experience of the residential college are complementary. 660

Elvin, Lionel. Ruskin College, 1899-1949, In Adult Education (London, 21 (June, 1949) 189-193.

History of Ruskin College in Oxford, England, a pioneer residential college for workers, with description of its growth, relations with the university, students, and curriculum. 661

Everett, Samuel. England's Village Colleges, In School Executive, 75 (October, 1955) 66-67.

Describes the Village Colleges which carry out the community school idea in England. Five such schools are now functioning and five more are projected. Each of the existing schools combines secondary and adult education in both day and evening programs, serving several small communities. The idea for Village Colleges was conceived by Henry Morris in the middle 1920's to combat the influence of industrialism. He was convinced that Village Colleges might restore a meaningful rural life to many districts of England. They were planned to become the educational and social centers for adults as well as children, and their programs were designed to enrich the life of each area, furnish stimulus for economic revival, and become significant centers of local culture and learning. They have inspired the development of similar institutions in other countries. Close touch with adult needs is guaranteed through a student council with representatives from adult classes and organizations. The Colleges are characterized by beauty of spacious grounds and buildings, quality of staff and varied and rich programs. 662

Fairless, T. A. A. Blackburn People's College, In Adult Education (London), 22 (December, 1949) 134-140.

Blackburn People's College, established in 1946, was the first of its kind to result from the 1944 Education Act. It follows a middle course between the residential college and the community center and offers a wide variety of courses and also informal activities. Early history, organization and achievements of the College are discussed. 663

Flower, F. D. Adult Education in a Technical College, In Adult Education (London), 24 (Autumn, 1951) 107-113.

Over-insistence on the difference between vocational and non-vocational education, or between pure and applied studies is erroneous. In one sense all education can be considered vocational, while on the other hand, almost any course can be liberal education if the teacher approaches the subject in the correct way. A number of non-vocational education courses were added to Hendon Technical College after the war. Relations with the W.E.A. and Extra Mural Departments of the University have become closer and more organized. Hendon Technical College has tried to combine practical and theoretical work. The technical college is a major establishment of further education and needs to maintain a balanced range of work. 664

Hogan, J. M. The Last Refuge, In Adult Education (London), 29 (Spring, 1957) 246-249.

A criticism of H. C. Wiltshire's article, "The Great Tradition" (see No. 693) as biased. Hogan does not believe there is any single "new policy" in university extra-mural work, nor that the outmoded purpose of the old tradition can inspire an organization adapted to new requirements. Adult education as a movement was never sustained by people interested solely in a reflective role; a specific sense of purpose is necessary for most students. Wiltshire underestimates the problems and needs of twentieth century industry for technical training. Arts of management require an understanding of the whole character and behavior of man in organized society. The universities can do the most satisfactory job of liberalizing technical education. An important function of an extra-mural department would be not to serve as a last refuge of liberal studies, but to bring influence to bear in all faculties attempting in any way to serve their localities. 665

Hopkinson, D. M. Residential Short Courses--Planning and Method, In Adult Education (London), 24 (Spring, 1952) 294-300.

Residential short courses developed from experience of what residential life could accomplish in personal terms. The Summer School and Residential Conference were their predecessors. Experience of residential schools maintained by the services in war time and also the importance attached to provision of residential facilities by universities, industry, public-services, professional bodies and voluntary societies have contributed to their growth. Considerations affecting program planning are size of college, composition of its teaching staff, location of college, and equipment for practical work. Three functions of the college are to provide general courses open to all without qualifications to arrange special courses for particular groups, and to give hospitality to other bodies holding courses or conferences of their own. Special advantages of the residential course are contact between lecturers and students, exchange of experience and opinion between students, small group discussion or activity. 666

Hughes, H. D. The Long-Term Residential Colleges and the L.E.A.'s, In Adult Education (London), 24 (Autumn, 1951) 143-149.

Describes the work of the small number of colleges which provide residential full-time courses of a year or more in length for adult students and discusses their relationship with Local Education Authorities. They cater primarily for needs of students who left school early and who seek to broaden their knowledge by full-time study in the social sciences. Each of eight colleges is described briefly as to date of establishment, offerings and students. The residential colleges are voluntary bodies, though state and local education authorities have assisted their work according to the 1944 Education Act and Further Education Regulations. 667

Hunter, Guy. "Residential Colleges, Some New Developments in British Adult Education." Occasional Papers, No. 1. New York: Fund for Adult Education [1952]. 77 pp.

The paper is concerned with the development of the short-term residential college for adult education as representing not merely a new method but a new type of education and a new attitude toward it. Underlying themes are the problem of "recasting our conception of the 'humanities' into a mould which contains the scientific and technical content of modern civilization," which accepts and redeems the daily occupations of the world; and the problem of clarifying our conception of the transmission of "culture" in a democracy. The background of adult education is traced from the division of technical or vocation education and adult education as humane studies for their own sake; through the weakening of the movement in the 1930's, the new directions developed in the war period, emphasis on cultural values of hobbies and personal interests, and admiration for the Folk High School of Denmark and Sweden, and the resulting development of residential colleges with a diversity of motives. The development of policy is discussed with regard to length of course and content, and relation to industrial and social training. Vocational adult education may well provide the bridge between the technical working life and the heritage of humane culture. Success depends on quality of teaching and tutors' ability to regard "culture" as the living answer to living questions, on permeating a whole subject by a humane philosophy. Residential work should break away from irrelevant standards of tutorial classes. Closer definition is needed of what the new standards are to be, and some modification of administration to make their achievement possible. The author attempts to relate the residential colleges to other forms of adult education and to assess their possible field of growth. The essential virtue of the residential course is in the impact on attitudes, in the revaluation of social, political and personal philosophy which is at the bottom of all cultural life. Appendix 1--"Some Notes on Individual Short Term Colleges." Appendix 2--"Note on Finance." 668

Hunter, Guy. Short-Term Residential Colleges--Toward a Definition, In Adult Education (London), 23 (March, 1951) 285-289.

Brief description, values, problems and future possibilities of the short-term residential college. Residential colleges fall into two main types: (1) The Cultural Community Center emphasizes hobby and cultural interests mainly through weekend courses. (2) The second type runs longer courses on the humanities, especially as related to work. The former widens and enriches ordinary cultural opportunities; the latter deepens individual experience and provides a form of political-philosophical training which can help to correct the mechanistic tendencies of modern mass society. 669

Hutchinson, E. M. Liberal Education in a Technical Age. 'See No. 367. 670

Kelly, Thomas. The New Approach in University Adult Education, In Adult Education (London), 29 (Winter, 1956) 174-177.

Criticizes H. C. Wiltshire's conception of the university tradition of liberal study as too narrow. (See No. 694.) Kelly believes there will be a continuing need for long-term study of a non-vocational character open to all without entrance qualifications. However, there are other needs. Present day schools produce a clientele able to advance in subjects beyond the range of those produced earlier with only an elementary education. Another new approach to liberal study is through the vocational group, due to increase in technical and professional qualifications, and in number of professional organizations. It is also appropriate and useful for extra-mural departments to include high-level vocational courses, especially post-graduate courses presenting recent advances in various fields of university work. 671

Kelly, Thomas. "Outside the Walls, Sixty Years of University Extension at Manchester, 1886-1946." See No. 343. 672

Kneller, George F. British Adult Residential College, In Journal of Higher Education, 21 (January, 1950) 7-10, 55-56.

British educators have established in recent years a number of adult residential colleges, inspired by the folk colleges of Denmark, but adapted to demands of British life. Adult education in the residential collgge is closely related to demands of contemporary society. Courses provide an understanding of national and world problems and occupational education in its broader aspects. The adult residential colleges feature a variety of study experiences including classes, discussion groups, community activities, and group and individualized experimentation. Method of teaching is aimed at acquiring knowledge through active, personal participation. The British adult residential schools flourish because they fulfill a popular demand. 673

Lee, Christopher. University Standards in Extra-Mural Work, In Adult Education (London), 22 (September, 1949) 31-37.

Discusses maintaining university standards in extramural work from the point of view of the staff tutor. The tutor is frustrated because a majority of his students may not share his interests and outlook, and a class as a whole may respond on a low level. In determining his aims and what he should do about standards, the tutor can build on his students' desires to understand their situation, socially and culturally, his own standards created by university training and toughened by experience, recognition of the differences of study for adults, and the importance of values and methods. There are several factors in translating the university's values and methods into outside terms: (1) the tutor must be both a generalist and a specialist; (2) values and methods can emerge only from a definite and limited field of study; (3) difficulty of relating various branches of knowledge and activity; (4) the question of priorities in what is offered. The tutor must work out standards as he goes along, and needs the collective thinking of his colleagues behind him. 674

Lyle, Edith A. Reflections on Residential Adult Education, In Adult Education (London), 26 (Winter, 1953) 190-196.

Adult colleges providing one or two year courses were founded in the belief they might play a considerable part in the regeneration of society. But the tendency today is to think in terms of deficiencies in the student's prior education or of his work life after finishing the course. The adult colleges, being small enough for their nature and purpose to be clearly grasped by their members, have an opportunity of recreating a sense of communion and social responsibility on a small scale which can be carried over into the larger community. Staffs and heads of such colleges must be conscious of what they are trying to do, and should give a lead to students in favor of high standards of conduct. They should present education in general, and the college in particular, as not merely an opportunity for the individual to fulfill private ambitions, but as an opportunity to serve purposes transcending them. The institutions and customs of the college community should strike a balance between the claim to freedom of the individual and his need to perform services as a member of society. Students should have a part in discussions and decisions on matters affecting the community as a whole, and should share communal tasks. Intellectual standards as high as is compatible with ability of the students should be maintained. Students can gain also in other ways, in quality of spirit, character, and attitude. In addition to these functions, the colleges have a future in continuing to provide periods of retreat for re-inspiration and re-thinking; they can be among the best instruments of disinterested culture and learning; and they can break down class barriers by fostering a new convention appropriate to our time. 675

National Institute of Adult Education. "Liberal Education in a Technical Age; a Survey of the Relationship of Vocational and Non-Vocational Further Education and Training." See No. 386. 676

Paice, D. R. Do You Know Hillcroft? In Adult Education (London), 28 (Spring, 1956) 254-259.

A description of Hillcroft College, a residential long term college for women at Surbiton, Surrey, established in 1920. It is open to any woman over twenty years of age who has ability to profit from the course. The average age of students is twenty-eight. No examinations are required for entrance or on leaving. No certificates or diplomas are awarded. The curriculum provides for the need of a majority of students for a widening of intellectual and aesthetic experience rather than advanced academic study. The plan of work involves lectures, seminar groups and private tutorials. The writer emphasizes the fact that too little is known about facilities for further education, especially so far as residential colleges are concerned. 677

Philip, W. E. Universities and Adult Education, In Journal of Education (London), 88 (October, 1956) 439-440.

The UNESCO Regional European Seminar on "The Universities and Adult Education," held in Bangor, North Wales, September 1-14, 1956, was a meeting of representatives of about sixteen countries. The situation in the English speaking countries was a balancer to the French view that the university's job is research and teaching people capable of a genuinely academic type and standard of work. It was clear that in all countries there are many members of university staffs individually interested and taking part in the education of groups of adults. The question at issue was: "What difference does it make if a university takes an active and executive part in adult education, as opposed to merely lending its staff members as part-time lecturers? There was general agreement that individual members of a democracy must be given enough knowledge and wisdom to respond intelligently to rapid developments and changes of the world today. But there were questions as to how, how much to give, and to whom. It is already being demonstrated by those continental universities which are attempting to follow the direction of British and American universities, that more is to be achieved in the early stages by personal friendships and persuasion, as developed by this seminar, than by submission of formal statements. The representatives of many nationalities, realizing the vital importance of adult education, learned to value what they found in each other, and may in their different ways and different spheres bring each other lasting and effective mutual help in their common undertaking. 678

Raybould, S. G. "A Critical Study of the Organization of University Extra-Mural Work in England." Ph.D. Dissertation. London University, 1951. 679

Raybould, S. G. "The English Universities and Adult Education." London: Workers' Educational Association, 1951. 169 pp.

A study of the part played by English universities in the provision and staffing of adult classes. Chapters are on University Standards, Present Provision and Suggestions for Future Policy, Staffing, Finance, Organization, Contribution of the Universities to Education in the Armed Forces. Appendix 1 contains: I. "The Grants Policy of the Board and Ministry of Education and Its Relation to Class Provision," with sections on Extension Lectures, 1873-1924; University Tutorial Classes, 1908-24; The 1924 Adult Education Regulations, with the 1931 and 1938 Revisions; The Further Education Grant Regulations, 1946; II. "Factors Affecting Grant Regulations and Class Provision, 1924-49," with sections on Growth of Adult Education Facilities after 1919; Provision by Approved Voluntary Organizations and Changing Character of Extension Lecture Courses after 1924; Policy of the New Adult Education and Extra-Mural Departments; Views on University Standards of the Adult Education Committee of the Ministry of Reconstruction. Appendix 2 is "Statistics of Grant-Aided Classes Provided by English Universities and University Colleges, 1924-25 to 1948-49 Inclusive." 680

Raybould, S. G. University Extra-Mural Education in Great Britain, In UNESCO, Universities in Adult Education, Problems in Education, 4. Paris: UNESCO, 1952. Pp. 27-61.

Sections of the study describe the University Extension Lectures Movement; Workers' Educational Association and University Tutorial Classes; University Extra-Mural Departments--origins, organization, relation to other departments within the university, relation to other adult education organizations, finances, teaching and administrative staff, programmes and public served; Principles and Methods; Review and Prospects. 681

Salt, W. E. The Universities and Adult Education, In Universities Review, 23 (September, 1950) 48-55. Summary: Nature, 167 (January 6, 1951) 1-3.
Describes historical development of university adult education in Great Britain, types and scope of activities, standards, relation of the department of adult education to the university as a whole, staff problems for university extra-mural departments raised by the Education Act of 1944, which places upon Local Authorities the duty of ensuring provision of adequate facilities for further education. 682

Salt, W. E. Universities and Adult Education, Record of an Anglo-German Conference, In Adult Education (London), 26 (Summer, 1953) 48-53.
Report on a four-day conference held in December, 1952 at Pembroke College, Oxford, and attended by representatives of adult education in Germany and Great Britain. Subjects of discussion were the different traditions of British and German universities, contrasting lines of development in the history of adult education in the two countries, university standards, objectives, relationships of organizations engaged in adult education, and administration in adult education. Attention was focused on the fundamental question of the purpose of a university and university education. Conclusions were that there were obvious differences between the countries; yet the problems of adult education were similar, and in both countries there was a spirit of hopefulness about developments since 1945. 683

Stephens, Leslie. The Value of Residential Institutions: England, In UNESCO, Adult Education Toward Social and Political Responsibility, edited by Frank W. Jessup. UNESCO Institute for Education Pub. No. 1. Hamburg: UNESCO Institute for Education, 1953. Pp. 103-105.
Adult residential colleges began in Britain about the same time as the university extension movement and the

Workers' Educational Association. They were originally planned to provide a year's full time study for working people. Educational elements in a residential college are: (1) Liberal studies are a means to understanding of man in society and the universe. (2) An extension of sympathy and understanding arises from interchange of experience among men from a variety of homes, jobs, and countries. (3) A year's residence in the college results in the growth of personal responsibility, developed through sharing in an organization, and through recognition of truth in social and political thinking. 684

Thomas, T. W. The Experiment of the Non-Residential Summer School, In Adult Education (London), 23 (December, 1950) 191-198.

Discusses values of the non-residential summer school in Wales. Sponsored by colleges and the W.E.A., summer schools of a week's duration are attended by students in the evenings. Tutors are from the University, W.E.A. and other bodies. The first schools of this type were held in 1942, one in North Wales, and one in South Wales. There has been an increase in the number of these classes and also in their quality. The writer recommends these schools for other areas. 685

UNESCO. "Universities in Adult Education." See No. 620. 686

Verner, Coolie. Some Considerations of Adult Education in England, In Teachers College Record, 55 (May, 1954) 430-437.

Discusses factors influencing development of adult education in England. Distinguishes between adult and further education. The former includes all educational activities which have evolved under, or are functionally and symbolically tied to the universities; the latter includes all non-university related educational activities for adults. The Workers' Educational Association is the main force behind British adult education, but it also tends to retard the development of newer forms and services. Describes the principle methods of university class organization and types of activities. Points out the need for reappraising traditional forms and the development of newer patterns more suited to the changed character of British society, and shows implications of British experience to American university programs. 687

Vickers, J. O. N. Residential Colleges and Adult Education, In Adult Education (London), 20 (December, 1947) 70-74.
The residential college can play a big part in drawing to adult education people who would not come in any other way because of its different atmosphere and conditions. Describes various types of week-end courses, short courses and long courses. Residential education is an intrinsic part of adult education as a whole. Residential colleges have a great contribution to make toward the major tasks of adult education. 688

Waller, Ross D. The English Experience, In Food for Thought, 17 (December, 1956) 127-133.
Describes the short-term residential college, which is primarily a post-war development, although its origins can be traced in earlier forms of adult education. These colleges are conducted differently and under different auspices than the older long-term residential colleges. They also differ among themselves, but some features they have in common are their beautiful, well-equipped and decorated buildings, located in rural areas; the fact that they are expensive to set up and conduct; provision of short courses from a week-end to a fortnight in length; with the clientele and social-educational effect mainly local. Values of these colleges are the peculiar virtues of residential adult education, in which people live, learn and play together away from distractions of modern civilization; the fact that they are more informal and sociable than traditional adult education; and are the best instruments for development of regional and international relationships. Their problem is to see that they are truly educational as well as enjoyable. A list of twenty-five short-term residential colleges is given. 689

Waller, Ross D. "The English Universities' Part in Adult Education for Political and Social Responsibility, in UNESCO, In Adult Education Toward Social and Political Responsibility, edited by Frank W. Jessup. UNESCO Institute for Education Pub. No. 1. Hamburg: UNESCO Institute for Education, 1953. Pp. 140-143.
This subject must refer to the entire body of University extra-mural work, including university extension, begun in 1873, whose subject matter was literary, artistic, scientific, and sometimes historical; university settlements, beginning in 1884 and concerned with social conditions; and the partnership of the Universities with the Workers' Educational Association through joint committees

and tutorial classes, dating from 1907, in which social, political and economic subjects predominated from the outset. This partnership has helped the universities to feel rooted in the common life of their areas, and for the growing political activity of the working class, it has been a source of knowledge and strength. Although local authorities and voluntary bodies make extensive provision for adult education, the university is the appropriate center of reference and consultation in English adult education. Universities have now begun to undertake the study of adult education, its organization, history, psychology, methods, and training for adult education teachers. The universities do not accept the social-political aim as the main objective of adult education, but they carry on their specialized function as a highly responsible part of society and discharge their obligations by offering the "fruits of intellectual freedom," which constitute the heart and core of a socially responsible democracy. 690

Waller, Ross D. The Universities and Adult Education, In Universities Quarterly, 11 (November, 1956) 43-54.

Report on the UNESCO European Seminar on Universities and Adult Education at Bangor, North Wales, September 1-14, 1956. Problems for discussion were: relationship of universities with the community; conditions under which they can properly be concerned; at what levels and in what ways they should work; relationship of universities in this field with Ministries of Education, Local Education Authorities, trade unions, industry, etc.; difficulties and objections; and minimum administrative apparatus required for participation by universities in this work. In England and other English speaking countries there is more adult education activity in universities than in continental countries where it is generally not approved as a function of the university. It was generally agreed, however, that in no country can universities be indifferent to the social and educational problems involved in adult education, or unwilling to contribute to their solution in appropriate ways. 691

Wilson, R. W. Humane Aspects of Further Education, In Adult Education (London) 19 (December, 1946) 92-104.

Technical education should not be narrowly conceived, but should be a vehicle for the best kind of general education. Factors contributing to narrowness of technical education in the past are: short amount of time available for study, shortage of space, and misconception of the real meaning of education. Discusses four methods by which humanizing of technical education can be carried out: (1) development of adult education; (2) drawing in of existing outside activities; (3) promotion of a corporate life within the college; (4) humanistic treatment of the vocational syllabus. Also discusses material needs of physical facilities, environment, and staffing. 692

Wiltshire, H. C. The Great Tradition in University Adult Education, In Adult Education (London), 29 (Autumn, 1956) 88-97.

Characteristics of the great tradition in university adult education are: (1) It is committed to a liberal curriculum. (2) Within this curriculum particular concern is shown for social studies and aspects of other studies which illuminate man as a social being. (3) It demands from students a non-vocational attitude toward their studies. (4) It rejects selection of students either by examination or reference to previous education. (5) Small tutorial groups meeting for guided discussion over a fairly long period is its most effective educational technique. This is no longer the central tradition because of changes in the post-war period. Characteristics of the new policy are: (1) Any kind of educational provision proper to a university is proper to its extra-mural department. (2) The trend is to provide courses for vocational groups and courses leading to examination and awards. (3) Educational service is now addressed to an educational elite. (4) There is a tendency to return to the lecture method and attach less importance to tutorial methods and discussion. The writer criticizes the new policy in regard to entry qualifications and lack of distinction between liberal and technical, vocational and non-vocational. The new policy has not provided a new dynamic, new principles, or new purposes. It succeeds because it has adapted itself to the new society and new universities. It is important to the modern university to maintain the great tradition in extra-mural work as the last refuge of liberal studies. What is needed is a grafting of the vigour and adventurousness of the new work upon the stock of the great tradition. 693

Wiltshire, H. C. The Great Tradition II: A Reply, In Adult Education (London), 30 (Summer, 1957) 6-19.

Mr. Wiltshire clarifies and extends his original case for the great tradition in university adult education, and answers his critics, P. A. W. Collins (see No. 658), Thomas Kelly (see No. 671), and J. M. Hogan (see No. 665), on several points including selection of students, standards and quality, attitudes toward vocational and non-vocational studies, examinations and awards, distribution of extra-mural resources, and attitudes toward traditional work. 694

Wiseman, H. V. University Extension Work Since 1945, In Adult Education (London), 24 (Winter, 1951) 180-192.

This article examines facts and offers viewpoints for discussion about the horizontal distinction between Extension Work and Joint Committee Work (through which classes are offered in cooperation with the W. E. A.), and the vertical distinction between Extension work and work done by bodies (apart from the W. E. A.) other than the universities. Statistics on growth of extension work indicate a tendency for extra-mural departments to provide an increasing number and proportion of short courses, including a variety of facilities from those for small groups of specialist graduates to provision of lecture courses for the general public. Two other fields of extension activity are all courses leading to certificates or diplomas, and work in which the Extra-Mural Department accepts administrative responsibility for courses in which it does not provide teaching. It appears almost impossible to discover any real difference between Extension and Joint Committee work in subject matter or type of students. The problem of vertical distinction is the problem of university standards in adult education. University services should be only those which are appropriately the province of the university, and should be only for students at an appropriate level. In liberal studies for adults the nature of the course and its demands set the standards. Unless internal departments of the university cooperate and appreciate the nature and need for extra-mural work, the latter will be unable adequately to present the university to the outside world. The university must contribute to the general welfare of society by training capable minds through both liberal studies and courses to relate growth of specialist knowledge to the general purposes of society, as well as courses aiming at personal rather than social development. The link between those concerned with research and study of adult education and those engaged in it as an activity is important. 695

IV. The Roles of Other Agencies

A. Public Schools

1. General

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Government Printing Office, 1949. 21 pp. See No. 369 for annotation. 713

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